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ABSTRACT

This annotated bibliography is the seventh in the Doctoral Research Series. It encompasses doctoral research on "Special Secondary School Programs for the Disadvantaged" reported in "Dissertation Abstracts International" from 1965 through June 1973. The citations are arranged in the following categories: College Preparatory Programs (Upward Bound, Project Opportunity, Other Programs), Special Programs (Vocational, Outward Bound, Other Programs), Follow-up Studies, and History and Evaluation. Under these categories, citations are presented in order of year of completion. Where a number of citations appear in a category and in the same year, they are arranged in alphabetical order by name of author. A subject index, an author index, and an institution index are appended. (JM)

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SPECIAL SECONDARY SCHOOL PROGRAMS FOR THE DISADVANTAGED: AN ANNOTATED BIBLIOGRAPHY OF DOCTORAL DISSERTATIONS

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Preface

The seven years since the enactment of ESEA Title 1 in 1965 provided a unique opportunity for anthropologists, sociologists, psychologists, political scientists, educators, and others to attempt to find answers to unanswered questions about the teaching-learning process, especially in relation to minority group children and youth and to students from low socio-economic backgrounds. Not only did the law provide extensive funds for compensatory and innovative programs, but it also mandated built-in evaluation measures. The flood of new programs provided fertile grounds for doctoral dissertation research on the education of the disadvantaged.

The plaintive cry of most students completing doctoral dissertations has been "all that work and where does it lead?" Bits and pieces of research throughout the country are entombed in Dissertation Abstracts International and in university libraries with only upcoming doctoral students forced to survey what has been done so that new outlines will not duplicate what has already been completed.

The ERIC/IRCD staff, believing that much could be learned about doctoral research itself, about children, and about educational programs, decided to attempt to provide comprehensive collections of abstracts in those areas of special interest to the Center. This document is one of several being prepared for a new series of publications entitled ERIC/IRCD Doctoral Research Series.

The first step taken was to do a computerized search, using the Datrix system, of the available tapes of Dissertation Abstracts International from 1965 to 1969 employing the following special descriptors: black, Puerto Rican, Mexican American, inner city, poverty, ghetto, urban, slum, rural, Negro, American Indian, and disadvantaged. The computer printouts of the resultant lists were then screened to eliminate all except those abstracts which clearly related to educational programs for the disadvantaged.

A hand search was then conducted for documents appearing in the January 1970 to June 1973 volumes to bring the collection as up to date as was possible at that time. Descriptors used for the hand search were: disadvantaged, desegregation, inner city, black, Negro, American Indian, Mexican American, Puerto Rican, (Spanish surname added later), bound, opportunity, talented, precollege.

In all, over 1200 abstracts were photocopied, sorted, and indexed. All indexing in Dissertation Abstracts International is based on titles rather than on abstracts. There are limitations resulting from the omission of other descriptors and computer or human oversight.

It is expected that each of the collections will, by providing all related abstracts in one document, be of value to many lay, professional, school, and university groups.

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Dissertations may be bought in microfilm or hard copy from University Microfilms, 300 N. Zeeb Road, Ann Arbor, Michigan 48106. Order numbers have been provided for each dissertation at the end of the citation. Prices have not been indicated because of past or possible future changes. In addition, dissertations may frequently be borrowed on inter-library loan from the sponsoring universities.

Each collection is organized in the following way. Documents are first grouped under main topics. Under the main headings, abstracts are presented in order of year of completion. Where a number of abstracts appear under a topic and in the same year, they are then arranged in alphabetical order by name of author. There is also a subject index, which includes several references for each abstract, an author index, and an institution index.

In the interest of objectivity and comprehensiveness, all appropriate documents have been included even though many present conflicting views, and do not necessarily represent the Center's policy or position.

The Center would like to be informed of other appropriate dissertations in these categories since there are plans to update and supplement these collections in the future. The name of the author, the title of the dissertation, and the month and year of completion is the only information required.

Other bibliographies in this series are:

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College Preparatory Programs: Upward Bound

1. Burris, Wilford C. An Evaluation of the Upward Bound Project at Southwestern State College 1966-1967. Oklahoma State University, 1968. 117p. Advisor: Harry K. Brobst. 69-14,228.

The primary objective of this study was to determine whether participants receiving treatment through the Upward Bound Project program, Southwestern State College 1966-1967, changed their self concepts, social class values, group level of aspiration, levels of occupational aspiration, or rural-urban orientations as a result of their participation in this program.

In this study, data were utilized from a total 220 high school students selected from 32 high schools in 12 counties of the southwest district of Oklahoma. The experimental group were 119 selected participants in the Southwestern State College Upward Bound Project program 1966-1967. The control group consisted of 101 subjects who did not participate in the Southwestern State College Upward Bound Project program.

The experimental plan was a pretest-post test control group design. The experimental and control group were treated as independent variables. Subjects in the experimental and control groups were compared on a post test basis on five dependent variables: self concept, social class values, group level aspirations, levels of occupational aspiration, and rural-urban orientations. Pretest scores on the five measures for both groups were used as concomitant variables. Instruments utilized in the five measures were: (1) Tennessee Self Concept Scale, (2) Social Class Values, (3) Rural-Urban Orientation Inventories, (4) Cassel Group Level of Aspiration Test, (5) Haller Occupational Aspiration Scale.

The collection of data was achieved in conjunction with the Upward Bound Project program sponsored by Southwestern State College, Weatherford, Oklahoma from June 1, 1966 to September 15, 1967. Analysis of variance and multiple analysis of covariance statistical procedures were used to analyze the data.

Findings and Conclusions: Analyses among experimental and control groups resulted in significantly different amounts of change between the two groups on two personal-social variables. These were self concept and social class values. Resulting changes favored subjects in the experimental group over subjects in the control group. The treatment group showed higher mean scores with positive change. This evidence supports the general conclusion that the experimental group, as a result of participation in the Southwestern State College Upward Bound Project program improved significantly in their concept and social class values.

Non-significant differences between the two groups were noted on group level aspiration, levels of occupational aspiration, and rural-urban orientation. The conclusion was made that no changes occurred for the experimental group, and individuals participating in the project program did not change their aspirations or orientations as the result of ex-

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perimental treatment.

Recommendations pointed out the need for conducting such research on a more longitudinal basis using random sampling of subjects from Upward Bound Project programs throughout the nation.

2. Henderson, Duane Edwin. The Upward Bound Student and his Contemporary Attending Colorado State College. Colorado State College, 1968. 182p. 69-12,489.

The specific problem of this study was to assess whether or not a special program of intensive guidance and counseling activities could assist students from low socio-educational-economic families to be successful in a collegiate environment.

The purpose of this study was to determine whether or not certain experiences in an Upward Bound Program together with continued guidance, counseling, and academic assistance during their Freshman year of college, would aid such youth in the development of their potentialities. More specifically the intent of the study was to investigate changes in their academic performances, personal values and attitudes. Only the affective and cognitive domains were considered in this study.

Evaluation of the Upward Bound Program, and compensatory education for students in higher education is particularly important with increasing national commitment and investment.

The populations for the study were: (1) all students who participated in the 1966 and/or 1967 Colorado State College Upward Bound Program and enrolled at Colorado State College in September, 1967, and (2) a sample of Colorado State College 1967 entering freshmen who applied for and were granted financial aid and were from similar economic backgrounds.

The populations were divided into three groups. The Upward Bound students and one half of the other sample received a special program of assistance, while the remainder served as a control group. The study included twenty-seven students.

The case study of eighteen students emphasized the individual factors affecting the behavior resulting from the experiences of these students. The data was also interpreted in terms of trends which appeared from changes in performance during the study. These trends were indicated by the use of statistical measures including mean performances, test results, and levels of significance. The data used were taken from student records, personal data, program staff observations and tests which were administered during the study.

The data reflected these characteristics of the Upward Bound students as contrasted with similar students: 1. A higher proportion come from broken homes. 2. Their parents average less formal education than those of their contemporaries. 3. A greater proportion of their parents are

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employed at the unskilled occupational level. 4. The families from which these students come are larger. 5. They rank lower in their high school graduating class. 6. High school principals and/or counselors do not discriminate between Upward Bound students and similar students in their recommendations for admission or prediction of academic success. 7. They score substantially lower on the American College Test. 8. Their vocational plans are not as well defined. 9. They score lower than their contemporaries in reading, vocabulary and comprehension levels of performance.

Upward Bound students were successful in college as shown by their mean academic grades. Special intensive guidance and counseling services assisted Upward Bound students substantially in their transition to college including their academic performance. The values of Upward Bound students were more like those of their contemporaries at the end of the academic year than at the time of enrollment. As the Upward Bound students became more involved in the college environment, their attitudes became more like those of other students attending college.

Recommendations were presented to develop and modify a program of special guidance and counseling services along with course scheduling and instruction, to enable Upward Bound and similar students to more effectively adjust to their college environment. Fundamental tenets included in the recommendations were: 1. New methods of measuring and reporting expected performance for Upward Bound and similar students should be developed for high school principals and counselors. 2. Special guidance and counseling services should be provided Upward Bound and similar students on an individual continuing basis throughout the year to assure college success. 3. Careful course scheduling and special instruction should be furnished these students to assist them in making satisfactory academic adjustment and progress in their college careers. 4. A program of extra curricular activities involving students in the wide sphere of college life should be initiated to aid them in developing their interests and exploring opportunities available to them.

The data from the study suggested a number of questions for consideration by those who are associated with institutions and agencies that are concerned with the problem of high school youth from low-socio-educational-economic families who appear to have undeveloped potential for success in a collegiate environment.

3. Waite, Richard Walter. An Investigation of Problems and Instituted Changes in Administration, Management, and Organization of Upward Bound Programs at State Universities and Colleges. The University of Michigan, 1968. 199p. Advisor: Steward Hulslander. 69-12,267.

The major purpose of this study is to investigate the changes which took place in seventy-seven Upward Bound programs at certain state colleges and universities in the United States. The major hypothesis states that University Officials are not emotionally or functionally ready to accept a high school population of culturally deprived students.

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The colleges and universities selected for the study are those public institutions of higher education where an Upward Bound Project was included as part of their program. Within each of the seventy-seven Upward Bound Programs, contact was made by mailed questionnaires to one University Official, the Upward Bound Director, and one male and one female student randomly chosen by the director.

From this initial selection, only those schools which continued the Upward Bound Program for the second summer, 1967, were retained. Seventy-seven schools, representing thirty-six states are included in the study. The number of students enrolled in the projects ranged from forty to four hundred. The racial composition of these students include Negro, White, Oriental, Indian, and Others.

The questionnaires were developed for the respondents to check their perceptions of the Upward Bound Program during the 1966 summer. This questionnaire was mailed to all potential respondents in June, 1967. An identical questionnaire was mailed in August, 1967, to obtain the perceptions of the same respondents to the 1967 summer program. The response to the first mailing was approximately forty-five percent, and about seventy-eight percent for the second mailing.

The responses were analyzed by the computer. Chi-Square analyses are obtained to determine the level of significance of the data when compared by sex, race, and geographical distribution of the students. Chi-Square results were obtained from the returns of the officials by comparing the data to each area of concern. The Pearson Product Moment r was used to obtain a coefficient of correlation to determine the amount of change which took place in the program from the 1966 summer to the 1967 summer.

Based upon the analyzed and interpreted data, the following conclusions are advanced:

1. Members of different races roomed together with no serious problems other than those which could be expected when any students get together.
2. Fights, verbal and physical, were most prevalent in the housing situation.
3. Racial conflicts did not emerge as a problem.
4. Cooperation between the University and Upward Bound Officials was quite good in all areas.
5. Communication between the University and Upward Bound Officials was frequent and on-going.
6. Counseling emerged as an area which seemed to cause concern to the University Officials.
7. The Enrichment program was viewed by the students as being the most valuable; the Academic program, the least valuable.
8. The colleges and universities were satified with the Upward Bound Program.
9. The University Officials appeared concerned about administrative aspects; the Upward Bound Officials was most interested in the social aspects.

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10. The area of greatest concern to the officials was with housing.
11. Problems relative to the Upward Bound Program were handled at a relatively high administrative level.
12. Very little pre-testing of the students was done prior to acceptance in the project. Almost all were tested at the end of the summer.
13. Students were positive in their attitude regarding the Upward Bound Program.

The major hypothesis of the study which states that University Officials are not emotionally or functionally ready to accept a high school population is not supported.

The results of this study suggest that when students of differing racial and ethnic backgrounds have a common purpose, racial strife and prejudice is substantially reduced.

4. Zamoff, Barry Robert. A Pre-College Program for Low Income Youth: An Analysis of "Upward Bound" Students. Columbia University, 1968. 173p. Advisor: Sloan R. Gayland. 69-684.

The study deals primarily with the effects of an Upward Bound project - a pre-college community action program of the Office of Economic Opportunity - on the attitudes, self-images, and academic achievement of 52 economically disadvantaged public high school students. Some attention is also devoted to the relationships between these students and the urban school systems in which they are participants. To this end, the appropriateness of commonly used classification terms (e.g., culturally deprived), the relevance of urban school curricula, and the qualitative nature of the contact between economically disadvantaged families and urban school systems are discussed.

Data were collected primarily by means of in-depth interviews conducted by the researcher. The interviews took place approximately seven months after each of the respondents had entered Upward Bound and after all had completed the fall 1966-1967 semester in public high school. It was intended to use the program participants as informants and to use the information the respondents provided to reconstruct images of the school systems in which they were enrolled. Program records and data furnished by the high schools were also used.

Basic demographic data - age, sex, race, family size, family income - were collected for each respondent. Information both before and after participation in Upward Bound was also gathered on the following dimensions: educational aspirations and expectations, occupational aspirations and expectations, academic achievement as measured by grade point average, disciplinary problems encountered by the students in their respective high schools, attitudes of peers toward Upward Bound, perceptions of the program participants' teachers toward the students, and the self-images of the Upward Bound enrollees.

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A basic methodological caution is that the accuracy of some of the conclusions rests on the validity of self-report data (i.e., date provided by the respondents themselves). What this study emphasizes is that the students believed that what they reported was real. Thus, the consequences of the students' perceptions for urban education, whether totally or partially grounded in objective reality, is what primarily concerns the researcher.

The data are analyzed to discover whether significant changes occurred in students' attitudes, self-images, and academic achievement as a result of participation in Upward Bound. An attempt is made to see which variables are most predictive of gains in self-image and academic achievement.

It was found that marked increases occurred in students' educational and occupational aspirations and expectations after seven months of participation in Upward Bound. The students' peers also came to look more favorably on the program. Both the students' overall self-image levels and the extent of which they felt they could exert some measure of control over their own destinies significantly increased. However, no significant gains were observed in school grade average for this particular sample. This was considered the most disappointing finding of the research.

The implications of the findings are discussed from the perspective of their sociological and educational significance. Methodological limitations of the study are raised as are cautions against unwarranted generalizations. Some specific suggestions for future research (e.g., an investigation of the exact relevance of parental involvement in predicting gains in self-image and academic achievement) are made. Underlying the entire discussion of the findings is an attempt at specifying what gains in academic achievement and attitudes this program of compensatory education has and has not achieved and what areas might require larger and more fundamental educational changes.

5. Albertus, Alvin Dwayne. Comparisions Between Upward Bound and Other Socio-Economic-Status Groups Concerning Factors Influencing Educational Decisions. The University of Iowa, 1969. 150p. Advisor: Kenneth B. Hoyt. 69-13,122.

The purpose of this study was to find if there were differences, as a function of social class, among five groups of students, concerning the incidence of students' plans to continue their education and the factors influencing the plans to continue their education. The five groups included Upward Bound, lower class, middle class, upper class and a representative sample of students.

The students were identified by social class, using the father's occupation for middle and upper class students. Lower class students were identified from a state-wide pool of students identified for a Project Talent program. The Upward Bound students were selected on the basis of meeting the federal guidelines for the program. The representative

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sample was selected by asking the principal or counselor to select one or two classrooms of students that would be representative of their high school. The Upward Bound, lower class, middle class and upper class students were matched on the basis of the Lorge-Thorndike I.Q. scale.

The students in each of the above groups completed a questionnaire which attempted to find whether there were differences in the incidence of students' plans to continue their education and factors influencing the plans to continue their education. The major portion of the questionnaire came from an ACT questionnaire which had been used with a group of high school students in Texas. All questionnaires were completed between March and June, 1968.

A difference significant at the .01 level of confidence was found among the four matched groups, using an analysis of covariance, on the item which pertained to plans for continuing education. The t-ratios between Upward Bound and representative sample students also produced a .01 level of confidence on plans for continuing education.

Differences do exist when intelligence is held constant among students in various social classes in the proportion planning to continue their education beyond high school. Lower class students plan to continue their education less frequently than do middle class students and even less frequently than do upper class students. The discrepancy found between lower class and upper class students was not present for those lower class students who were members of the Upward Bound program at the University of Iowa during the period 1966-1968.

Two items were significant among the ten factors relating to the student's college decision among the four matched sub-groups. The item, "College gives the students an opportunity to discover his vocational interests and skills," was significant at the .01 level of confidence. The item, "College can provide a rich source of lifetime friends," was significant at the .05 level of confidence. There were no significant differences among the sub-groups on the other eight items. The Upward Bound and representative sample sub-groups also had two items which were significant. The item, "College can teach one how to think and analyze problems," was significant at the .05 level of confidence. The item, "My counselor advised me to go to college," was significant at the .01 level of confidence. The other eight items showed no significant differences.

The sub-groups agreed the most important reason for college attendance was, "The career I am planning requires a college degree," with the exception of the upper class sub-group which felt developing themselves in intellectually was the most important reason for college attendance. As only two of ten items in each analysis were statistically significant, it would appear there were little if any social class differences among the reasons for attending college as defined in this study.

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6. Coron, Howard. Analysis of Effective Teaching for Disadvantaged Youth in Two Upward Bound Programs. The University of Wisconsin, 1969. 279p. Advisor: John M. Antes. 69-4385.

A descriptive-survey study of the University of Wisconsin-Milwaukee Upward Bound and the Ripon College Upward Bound programs was carried out during the summer of 1967. The purpose was to discover what attitudes and behavior on the part of educational personnel toward adolescent youth from economically disadvantaged backgrounds were viewed as successful and effective in the education of these youth.

Open-ended interviews were conducted with 79 students, 14 teachers, 15 tutor counselors and six administrators to elicit their feelings about the programs and to gain as full a picture as possible. Informal observations were also carried out to give meaning and significance to the interview data. The transcripts of the interviews were studied both in terms of overt content and the underlying attitudes that they seemed to be revealing. The responses that related to the question chosen for study were selected. Specific questions that were suggested by the patterns of responses were then formulated. These were:

I. What qualities demonstrated by education personnel are mentioned by interviewees as supportive of students?

II. What methods used by educational personnel are mentioned by interviewees as successful in engaging students as active partners in their education?

III. What means are mentioned by interviewees as directed toward developing student autonomy and engaging them as active partners in their control and evaluation?

IV. What attitudes and behavior are mentioned by educational personnel as indicative of a dynamic and autonomous apporach to their work with students and what conditions in the programs are seen as facilitating and generating of this approach?

The responses were then classified. The mean percentage of agreement with three judges who independently classified all the statements was 83 percent. The selected statements were then analyzed, interpreted and dicusssed in order to answer the specific questions of the study. Sample comments and anecdotal materials were included so as to elucidate the ideas presented. Negative responses were also incorporated into the discussion to emphasize and clarify the positive comments and to reveal problem areas.

In answer to question I, there was a consensus of opinion in regard to what constituted supportive behavior and attitudes on the part of educational personnel. Those that were viewed as important were: interest and caring about students, involvement in job, acceptance and personalizing of students, empathy, friendliness, warmth, humor, politeness, considerateness, respect, frankness, openness, honesty, reliability, lack of partiality and racial bias and giving of needed academic and personal help. These were considered to be crucial to the building of student's self-image

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and the establishment of close, personal relationships.

Those methods that appear to be most successful in engaging students as partners in their education were revealed in answer to question II. These were activities where there was a maximum of action and interaction, teacher dominance was minimized and the focus of attention was constantly shifting to different individuals, groups, activities, experiences, content and materials. Teacher techniques employed were: eliciting and using students' ideas and opinions, encouraging discussions of relevant and controversial materials, fostering student interaction, engaging students in curriculum decision-making, utilizing the trial and error approach, giving students opportunities for leadership experiences and in general, approaching learning as a pleasurable experience.

Responses that answered question III disclosed that a non-pressured and generally permissive atmosphere was desirable. Here students were free to criticize, there was a deemphasis on external punishments, controls and threats and an emphasis on internal controls and evaluation and participation of students in making rules that affected them.

In answer to question IV the comments of educational personnel indicated that a dynamic and autonomous approach was demonstrated by their openness to new methods, readiness to change plans, and willingness to honestly appraise themselves. Conditions that were mentioned as facilitating and generating of the above were: freedom to plan their own curriculum and change it when they deemed necessary, small classes, supportive administration, few rules and external controls, involvement in overall planningand positive staff interaction.

An important finding of this study was that the atmosphere, relationships and conditions these educational personnel viewed as facilitating of their growth, change, autonomy and effective functioning paralled those emphasized by the Upward Bound students.

Implications of this investigation were drawn for further educational research and the usual schooling of disadvantaged youth.

7. Ehrbright, Richard Marvin. A Descriptive Study of Underachievers as Presented by Students Participating in the Upward Bound Program at The University of Montana. University of Montana, 1969. 56 p. Advisor: John J. Hunt. 69-20,099.

The purpose of this study was to ascertain and examine certain characteristics of those high school students, Indian and non-Indian, who by Office of Economic Opportunity criterion has been designated as living in a culturally and therefore educationally disadvantaged environment precluding normal achievement in their educational setting.

The sample used in the study consisted of fifty-five Upward Bound Program participants at the University of Montana: juniors and seniors

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from twenty-two public, parochial and resident schools in Montana, Wyoming, South Dakota and Oklahoma.

A brief environmental case study gathered from questionnaires, interviews and a two year personal association was written on each student including: family structure, parental and sibling educational levels, parental and sibling employment, the home, school and community relationships, extra-curricular activities, vocational and educational aspirations. In addition, four measuring instruments were administered each student to ascertain further insights into ten internal sub-groups. These instruments purported to quantify traits included in: academic aptitude, social and personal adjustment, perception of personal problems and general reading ability.

Null hypotheses were tested in comparing scores of the internal sub-groups; Indian and non-Indian, boys and girls, urban and rural. Indian boys and non-Indian boys, Indian girls and non-Indian girls, These null hypotheses asserted that the eighty sets of scores would indicate no significant differences in the means of the sub-group scores because of similar socio-economic environment regardless of differences in sex, race and demographic background. The hypotheses were tested by analysis of variance and the F-ratio of significance of difference between means.

The multiple causation factors of underachievement on the part of the sample as seen through idiographic and nomethetic method can probably be categorized from a middle class oriented school perspective as generally being created from: (1) inadequate pre-school experiences, (2) less than ideal middle class family structure, (3) deep personal trauma, (4) positional social control in the home, (5) low self-concept reinforcement, (6) anti-intellectual values toward education, but above all financial impoverishment, the poverty cycle.

A summary of a comparison of the means of the internal sub-groups indicated that the non-Indian student, led by the boys, generally exhibited higher mean scores in the potential academic areas. Boys in general, led by the Indian boys scored a higher mean in personal adjustment. The girls, led by the Indian girls scored a higher mean in social adjustment. In total perceived personal problems, the Indian boys indicated the low mean selection rate, the non-Indian girls the highest. Urban and rural comparisons were similar to the comparisons made of Indian and non-Indian students.

8. Ferguson, Charles Ora. A Follow-Up Study of a Group of Secondary School Students in an Experimental Program: Project Upward Bound. Wayne State University, 1969. 294p. Advisor: Morrel J. Clute. 70-3422.

Project Upward Bound was designed to assist low-income, underachieving students to escape poverty conditions by supporting the concept: education can make the difference.

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This investigation describes the genesis of the Upward Bound program at Arizona Werstern College in Yuma, Arizona; conducts a follow-up study of the ninety students who completed the first summer program to determine, if indeed, this Upward Bound program accomplished its stated objectives; and reports the effectiveness of two general and six secondary practices supported by the staff of this program.

The survey method was used to collect data from teachers and counselors who worked in the program and from the seven secondary school administrators of the participating public high schools. Two types of data were specifically needed: 1. Data that would provide further evidence of the attitudes and behavior of students before their participation in the Upward Bound program; 2. Data that would provide evidence of changes in attitudes and behavior of students after their participation in the Upward Bound program.

The follow-up study method was used to determine to what extent, if any, the objectives of the Upward Bound program were achieved. A questionnaire was constructed and submitted to the ninety Upward Bound students.

The method of content or document analysis was used in the systematic examination of the students' Upward Bound and school records. A perusal of the permanent files of Upward Bound was conducted to document the researcher's records of his observations of the program.

Most of the students who graduated from high school probably would have graduated without the help of the Upward Bound program. However, the high percentage of students who have continued their education in post-secondary programs, that were not expected to, is contributed to an increased motivation that resulted from their participation in this Upward Bound program.

Sixty-three per centof the students had a positive change in their grade point averages with only twenty-two percent reporting a negative change the year following their Upward Bound participation.

A significant number of Upward Bound students raised their level of aspiration by making changes in their choice of a vocation. Sixty-one per cent of the students reported the Upward Bound program encouraged them to make changes in their life goals.

Fifty-one per cent of the Upward Bound students have continued their education in post-secondary programs which is the same percentage for all other students from the same high schools. The casualty rate for Upward Bound students is lower than that usually expected for all students in similar programs.

The two general and six secondary practices supported by thie Upward Bound program were imperative for meeting the interests and needs of these students and in providing them the opportunity for a successful educational experience.

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General Practices:

1. The removal of the threat of failure from this educational experience; 2. The encouragement and provision for all students to have the opportunity of pariticipating as active members in their own education.

Secondary Practices:

1. Students were involved in determining what they would study. 2. Students were permitted to place themselves in their academic classes. 3. Students determined within the limitations of the staff and the schedule what exploratory experiences they would investigate. 4. Students were not given grades or marks. 5. Students were encouraged and provided the opportunity to question all rules, regulations, and policies that affected them and to enforce the cooperatively developed attendance policy. 6. Since several of the factors for selecting the staff of this Upward Bound program were their apparent understanding and deep concern for the plight of these youngsters, each staff member was expected to communicate this to the students in very real, natural ways.

9. Pearson, Kenneth Verlie. The Effect of the Upward Bound Project on Selected Factors of Pupil Growth of a Group of High School Students. The University of Tennessee, 1969. 142p. Advisor: Lawrence M. DeRidder. 70-2132.

The purpose of this study was to determine the effect of the Upward Bound Project on selected factors of pupil growth in the areas of academic achievement related to communication skills, self concepts, critical thinking, study skills, school attendance, and drop outs.

The subjects used in the study were 63 eleventh and twelfth grade students participating in the Upward Bound Program on the campus of Carson-Newman College during the summer of 1967. The experimental group was composed of 10 eleventh grade boys, 21 eleventh grade girls, 17 twelfth grade boys, and 15 twelfth grade girls. A control group was matched person to person on the basis of economic status, race, grade level, sex, achievement scores, and scores on tests of mental ability.

A battery of test which were valid, reliable, objective, and easy to administer was selected. The Stanford Achievement Test, the Tennessee Self-Concept Scale, the Watson-Glaser Critical Thinking Appraisal, and the Spitzer Study Skills Test were used because they conformed to the established criteria for measuring achievement in the various areas. Attendance and drop out data were taken from the Tennessee School Register.

The tests were administered on a pretest/post-test basis. The initial test were administered during the month of October, 1967, and the final tests were administered during the month of May, 1968.

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The results of this study indicate that the Upward Bound Program at Carson-Newman College did not contribute significantly to pupil growth in relationship to the purpose of the program. The only trends which appeared as a result of the research findings revealed that the boys were stable in their beliefs concerning themselves and that the eleventh grade female control group and the twelfth grade female experimental group were more inconsistent than any other group in their self-concept.

Although the tests administered revealed no positive argument for the justification of the Upward Bound Program, the test results of this study did not assess the level of aspiration exhibited by the student before the program and after its conclusion. A follow-up research project dealing with aspirational changes is needed. The results of this study also indicated that selection factors for participants should be re-evaluated.

10. Howard, Mary Doris. A Study of Organizational Innovation: Sponsorship of the Upward Bound Program Among Institutions of Higher Education. University of Oregon, 1970. 241p. Advisor: Donald R. Van Houten. 71-16,815.

The central question of this research is: How might one explain the fact that these 275 colleges and universities out of some 1,800 have engaged in the sporsorship of Upward Bound programs? Underlying this question is the assumption that institutions of higher education have not been random in their response to the opportunity to sponsor an Upward Bound program.

The theoretical framework set forth to deal with this question seeks the explanations for events not in the operation of, or presence of personalities, but in the presence and working of structural arrangements. Change is seen as a function of environmental constraints that induce human social behavior toward non-random outcomes. This perspective views educational institutions as operating from day to day on the basis of the on-going processes incorporated within specified structures. These on-going processes result from the institution's dependency on an environment for input; the disposal of output, and the need to maintain its technological processes intact and relatively apart from environmental influences. Individual motives and personalities are largely inconsequential to these outcomes other than as elements of a statistical regularity imposed by the nature of the historical precedents of the organization.

The antecedents of this theory are found in the literature on complex organizations. The works of Philip Selznick, Burton Clark and James D. Thompson are particularly important as they specifically focus on the several points at which environments impose constraints on organizations. The nature of these constraints and the organization's adaptation to them are important in an educational institution's decision to innovate.

Several propositions have been drawn from the theory. These propositions deal in turn with the efforts of organizations (educational institu-

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tions) to protect their core technologies (the education of students) from disturbing influences; to utilize past experiences as a basis for making decisions about future actions; to permit innovation when the organization is too complex for the innovation to be known by all members or to be identified with the organization as a whole; to engage in innovation either as a mechanism for enhancing the organization's control over its environment or as a means of maintaining the pre-eminence of the organization.

The purpositions follow:

Proposition 1: The geographical distribution of need does not correspond to the geographical distribution of service.

Proposition 2: Institutions of higher education that sponsor Upward Bound programs are likely to be over-represented among institutions involved in organized knowledge activities not directly related to the formal education of students.

Proposition 3: Institutions of higher education that sponsor Upward Bound programs can be differentiated from non-sponsors in terms of structural complexity.

Proposition 4: Institutions of higher education that sponsor Upward Bound programs can be differentiated from non-sponsors in terms of prestige.

This research can be depicted as an effort to study multiple organizations through time. It takes the complete population of all educational institutions that have been eligible to sponsor Upward Bound programs anytime from the 1965-1965 academic year, when Upward Bound was initiated, through the 1968-1969 academic year, when the program was transferred from the Office of Economic Opportunity to the Office of Education. All institutions of higher education that sponsored Upward Bound programs during this time are compared with institutions that could have but did not sponsor the program. Percentages, percentage differences and percentage ratios facilitate these comparisions.

The findings offer considerable support for the propositions set forth in this research. The findings suggest several directions for further research. Among these are an investigation through the study of selected cases of the intervening variables in the relationship of organizational structure and organizational behavior, and the need to develop a typology of innovations that would facilitate generalizations derived from the study of a single case of innovation.

11. Okedara, Caroline Aderonke. Evaluation of University of Oregon Upward Bound Educational Objectives. University of Oregon, 1970. 165p. Advisor: Arthur Pearl. 71-1336.

The study was designed to show the strenghths and weaknesses of Upward Bound educational objectives and to what extent these objectives are being achieved at the University of Oregon. Also an attempt was made to find factors associated with underachievement of the stated objectives in order that logical solutions could be deduced for the optimum realization of the sought objectives. The fact is that it is of utmost importance that causes of failure to achieve optimum educational objectives for Upward Bound

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be studied or correctly diagnosed and suitable remedies be applied if the financial efforts invested in the program are not to be dissipated into fruitless enterprise. A background for the understanding of the problem was provided in the form of poem, description and historical development. The major Upward Bound educational objectives were presented. From these, the major questions related to the problem were deduced. The samples of Upward Bound students, teachers and counselors were used for answering the stated questions. Then, the data relevant to the above samples were collected from publications, questionnaires and interviews. These data were coded and analyzed.

The findings revealed that Upward Bound Program performs the following services.

It provides experience for identifying and alleviating academic barriers experienced by its clientele.

It prepares economically disadvantaged high school students who lack academic qualifications for university or college curricula.

It provides its clientele relevant education.

It integrates socially and academically economically disadvantaged students into the college and university.

However, Upward Bound Program does not render all its services to the optimum. The probable factors are inadequate finance and departmental support.

More money needs to be raised for the operation of the program on a sounder basis. Private funds could be raised to supplement state and federal grants and loans. At present, only three departments which offer remedial courses, simulated courses and tutorial services to the Upward Bound students endorse the program. More departments in which Upward Bound students show interest within the institution need to endorse the program and offer disadvantaged students academic help on a continuing basis.

13. Gwaltney, Wayne Keith. Reading in Upward Bound: An Evaluation of a Reading Improvement Course and an Analysis of Some Correlates of Reading Achievement. University of Georgia, 1971. 131p. Advisor: Lawrence E. Hafner. 72-2486.

The purpose of this study was to evaluate a seven-weeks reading improvement course for Upward Bound students and to analyze selected correlates of reading achievement. Sixty Upward Bound students attending a summer session at Murray State University in Murray, Kentucky served as a sample. These subjects were randomly assigned to an experimental group that took the reading improvement course or a control group that had no reading course.

Prior to the beginning of the summer session, all students took the following tests: Kuhlmann-Anderson Test (K-AT); Brown-Carlsen Listening Comprehension Test (B-CLCT); Edwards Personal Preference Schedule (EPPS); California Test of Personality--AA (CTP); and California Reading Test--W

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(CRT). Posttests, given at the end of the session included CTP--BB and CRT--X. A delayed posttest, CRT--Y, was given ten weeks after termination of the treatment.

Analysis of covariance revealed no significant differences between the groups on the posttest or on the delayed posttest for reading vocabulary, reading comprehension, or total reading. Listening comprehension (BCLCT) and intelligence (K-AT) were significantly (.01) related to pretest reading achievement for the entire sample. Pretest reading scores, intelligence, and listening comprehension were significantly (.01) related to posttest reading scores for the individual groups and for the total sample.

In conclusion, the reading improvement course was not effective in raising posttest reading achievement scores of the experiemental group. The course outline is given in the Appendix of the dissertation. Listening comprehension was found to have a higher correlation with pretest reading achievement for the entire sample than intelligence. The predictor variables studied and their correlations to pretest total reading achievement (CRT) for the total group were as follows: listening comprehension from B-CLCT (.8563); intelligence from K-AT (.8269); total personality adjustment from CTP (.1946); achievement motivation from EPPS (.0189); and endurance from EPPS (-.1015). In addition, intelligence and listening comprehension were significantly (.01) related with a correlation of .8382.

13. Keerikatte, Varghese V. A Study of an Urban Upward Bound Project and Its Impact on A Small Group of Black Male Participants, Their Parents, Peers, and Teachers. University of Pittsburgh, 1971. 422p. 72-7903.

This has been an evaluative study of the Project Upward Bound (PUB) in Pittsburgh. After delineating the project goals such as motivating and preparing disadvantaged high school students for college education, this researcher studied how the project was managed in order to meet goals. The main thrust of the study has been to assess the short-term effects of the project on a small group of Black male participants and their reference groups, namely their parents, peers and teachers.

The purpose of the study of the focal children and their reference groups was to determine (1) whether participation in the program had resulted in any significant behavioral changes in the focal children, (2) where any noticeable change in the relationships between the focal children and their reference groups occurred, and (3) if there were behavior changes in the focal children, were they the result of programmatic or socio-structural aspects of the program.

Both the structural and functional aspects of the project were studied. In order to facilitate this, questions relevant to the project objectives, structure and management were raised, and numerous records and reports about the students and the project were studied. The researcher spent six months observing the project and the participants. The focal children were

studied against a control group selected with the support of the school counselors. Identification of parents, peer and teachers were made through the focal children.

In the case of the focal children changes were observed and studied in the area of self-concept, motivation, racial awareness, teacher approval, study habits, etc. The difference between pre-tests and post tests were considered as changes resulting from program participation.

Major findings of the study are as follows:

1. The program did not meet its intended objectives: it selected mostly academically oriented students from families with an annual income of $6,000 or more; very few were poor or under achievers, who could be regarded as college risks.
2. The selection procedures were arbitary and inadequate to recruit college risk students.
3. The program was run as another intensive high school within a university setting. There was not much innovation or differences in curriculum.
4. Academic performance of the focal children showed little or no improvements during the term of the study. However, noticable positive changes is observed in self-concept, racial awareness, and motivation for college. At the same time the students became increasingly critical of their teachers and militant in attitudes particularly in racial matters. Negative teacher approval was manifest in most of the black students.
5. The peer relations changes: the focal children tended to move closer to those peers who were likely to be upwardly mobile like themselves. Parent-child relation showed positive changes while teacher-student relations showed the opposite.
6. Since the students selected to the program were already motivated for college, the effect of the program was to firm up their motivation and sustain it.
7. The program effects have been thus mostly socio-psychological, as the instructional effects have been marginal. In addition, it seems that the program has some pygmalion effects, i.e., selection and participation in the program tend to render new status to the participants; this in turn influencing changes in their network of relationship and expectations.

This researcher has outlined an alternative model for the Upward Bound Program. An expended Upward Bound Program located in high schools, with emphasis on store front academics is suggested. The role of the university will be limited to providing technical assistance and teaching resources. Instead of limited program enrolling a small number of students, this researcher advocates a comprehensive and broad-based pre-college program.

14. Brown, David Alan. Upward Bound: Its Programs and Its Products. United States International University, 1972. 189p. Advisor: William David Wilkins. 73-1238.

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It was the purpose of this study to define and describe the programs and the products of the Upward Bound Project at Cochise College in Douglas, Arizona. The major objectives of this study were as follows:

1. To describe the Upward Bound progam through a description of the students, the academic programs, the cultural programs, the staff, federal requirements and limitations, recreational programs, the curriculum, the support facilities, student participation, the community support and influence, the intensive eight-week summer program, and the academic year follow-up, student selection and recruitment, relationship between the project and the host institution, the college contribution to the program's budget, the staff's responsibility to the students, the student's responsibility to the program, and the philosophy of the Upward Bound project at Cochise College with regard to its students in Cochise County.

2. To describe the products (graduates) of the Upward Bound project at Cochise College with reference to where they came from - where they are now - and where they see themselves going in the future, and how they evaluate their Upward Bound experiences.

The importance of the study derives from the fact that on March 30, 1970, the Office of Planning, Research and Evaluation of the Office of Economic Opportunity calculated the number of eligible students for and in need of programs like Upward Bound to be 250,000 over and above what the programs were then serving. This means that those students were from families which met the federal poverty criteria and guidelines and were also students with poor academic records for their first ten years in elementary and secondary schools.

Can Upward Bound take a student from the culture of poverty and successfully aid him through high school and then through college? Can the average Upward Bound student have a good chance of graduating from high school and entering college through the benefits of the program? Upward Bound seems to have been successful where the high schools that the students come from have not. The reasons for this success are not always clear. The study was done to help make the reasons clearer.

All data were secured from review and analysis of the programs of Upward Bound at Cochise College, from review of existing data on programming, review and analysis of the products of the Upward Bound project at Cochise, review of existing data on the products, field trips to Upward Bound students, interviews and correspondence with persons who played significant roles in the historical and program development of Upward Bound, and budget analysis and program evaluation.

Subject groups were the present and past students of the Upward Bound Program at Cochise College. All reachable present and past students and faculty and staff were asked to evaluate their experiences in and with Upward Bound.

The Upward Bound Youth Study did a great deal to describe and define the products of Upward Bound at Cochise College. For example, it showed that Upward Bound students from Cochise College are young, Mexican-Americans

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of the Roman Catholic faith who see themselves as physically healthy people. The also see themselves as being married at age twenty-three and having two to three children in each family rather than the five to six as now is the case. The Perception of Project Upward Bound By The Students showed for example that the students know why it is that they are in the program, that they highly regard the chance to meet and make new friends, and that there is little that they would change in their program if given the chance.

Upward Bound students at Cochise College have shown year after year that they want and long for friendship, understanding, communication, self-worth, recognition, responsibility, trust, education, and a chance to be their best selves. The staff that this study dealt with gave of themselves in such a manner as to unite the group toward individual self-worth and individual self-betterment. They did it with good programming as well as love, understanding and friendship.

Upward Bound gave hope and promise to students of Cochise County because it gave meaning to their lives by allowing the students to become themselves. Upward Bound gave students a chance for an alternative future. It gave nothing free. It gave no coupons redeemable for anything. It gave a promise of help in return for a promise of hard work and the determination of the students.

It is strongly urged that in such a program, an absolutely key element is that of the proper people being involved. Let no one be accepted to work for such a program that is not ready to give his heart and soul to the task of seeing that the students are served, and are served properly. The commitment has to be made to give students a chance at their "place in the sun," a chance at an alternative future. Second best will not get the job done. Commitment is what counts!

15. Seelie-Fields, Alice Kathryn. Case Study of a Social-Educational Intervention: One Upward Bound Project. University of Illinois at Urbana-Champaign, 1972. 281p. 73-10,049.

This is an intensive case study of one educational-intervention pre-college training project, Upward Bound (UB), funded by the Office of Economic Opportunity from 1966-1968. The Project's main objectives were (1) to reduce the students' skill deficits to the point where the could challenge themselves to succeed in an institution of higher learning, and (2) to foster a positive attitude toward education among the educationally turned-off sixty-four low-income adolescents.

The study is an appeal to educators, policy makers, UB directors, and the public whose welfare is ultimately as stake, to learn from and respect the young low-income people they are trying to teach. It is also an attempt to stimulate educators' thoughts and generate new ideas. The author has tried to suggest: (1) elements that were beneficial and should be retained or sought in future projects, (2) elements that were harmful

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and should be dropped or avoided in future projects, (3) elements that could bear changes, and (4) new features that might enhance the current knowledge of low-income adolescents' intellectual and motivational factors. To provide this "baseline date" the study has concentrated its analysis on the organization of the Project, the staff, the administration, the students, and the successes and failures of the Project. Special attention has been given to the Project's impact on students, parents, staff and the community, the Project's administrative structure and function and the consequent outcomes of the decision-making process, an exploration of the problems in accurate identification and selection of the pre-college population who are turned-off of education, and factors which could assist in accurate identification of appropriate participants.

The study concludes that the most striking variables which negatively affect excellence in the low-income Project are the basic attitudes educators have toward those who are less economically productive, those who represent the ethnic minorities of the country and young people in general. Secondly, educators are viewing low-income educational projects as isolated units in the social structure which narrows curriculum opportunities, prevents insight into the student population, and affects their decision-making. Thirdly, there is a general blindness to the effects of prolonged group and individual stress on students in captive educational settings.

College Preparatory Programs: Project Opportunity

16. Keene, Lawrence Jerome. Project Opportunity in Nelson County, Virginia: A Descriptive Study of the First Year. University of Virginia, 1966. 243p. 66-15,223.

Project Opportunity is a relatively new type of compensatory educational program for disadvantaged youth. It is aimed at helping young people with potential academic talent from economically, educationally or culturally disadvantaged backgrounds. It has been designed as a series of demonstration projects in eight southern states to be carried on for a fifteen year period. It is desired that as a demonstration project it will provide an economically feasible guide to other school districts that may wish to initiate similar programs. The project is administered by The Southern Association of Schools and College and the Southern Regional Office of the College Entrance Examination Board. Financial support is provided by the Danforth and Ford Foundations.

Much about such a demonstration program and similar programs remains to be more precisely defined and investigated. The gains which are expected and desired probably will be accompanied by a number of issues and problems. It is important that the details of each step taken be recorded for future reference and evaluation.

The first objective of the study was to present a descriptive study

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of Project Opportunity and the Nelson County Schools. The descriptive research included an account of all the proceedings in formulating the program in Virginia, the practices incorporated by the project workers, present methods, future plans and philosophy, beliefs and conditions affecting the project. The study was limited to the first year of the project in Virginia, from January, 1965 to January, 1966. In addition, important events before and after these dates were included when necessary.

The second objective of the study was to provide evaluative criteria for the future evaluation of the Nelson County Project Opportunity. These criteria were designed to provide a guide to aid in the measurement of the effectiveness of the project in terms of the goals and purpose stated by the project designers.

A descriptive study of this type can provide a significant review for the people responsible for the final measurement of the program's success. A careful description of all the procedures, events, decisions and practices during the first year can provide direction to the program in the future.

Because no formal records had been kept of the contracts by the project headquarters in Atlanta with the Project School in Virginia the information in the study was gathered from correspondence, minutes of meetings, interviews, announcements to pupils and parents and newspaper articles. Many of the details could only be ascertained through conversations with the Project Counselor and school officials. Much of the information was obtained through weekly observations of the author who spent one day a week at the Project Center in Nelson County, Virginia during the summer and fall of 1965.

It was recognized that each subsequent year will bring changes in personnel and circumstances which will modify the proposals made in the study. Therefore, recommendations made for improvement and development in the following areas were made with the understanding that each suggestion would be modified to fit the current situation. Guidance and Counseling; Problems of selecting project students; Suggestions for involving the elementary schools; Introduction and development of remedial programs and special services; How to provide help and services for Project Pupils not going to college; Recommendations for introducing curriculum innovations; Suggestions on how to work with and involve school staff in the project; Recommendations for the future evaluation of the project in Nelson County.

17. Haar, Norman David. Project Opportunity in Nelson County, Virginia: The Program and the Students, January 1966 to January 1967. University of Virginia, 1967. 139p. 68-3137.

Project Opportunity is a fifteen year program whose major aim is to provide educational experiences and opportunities which will encourage

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disadvantagd students to seek an advanced education. Co-sponsored by the Southern Association of Colleges and Schools and the College Entrance Examination Board with funds from the Ford and Danforth Foundations, Project Opportunity is a cooperative endeavor being conducted by eleven school systems and sixteen colleges and universities in eight southern states.

The Nelson County School District, Mary Baldwin College and the University of Virginia are the participating agencies in Virginia.

This dissertation is the second in a proposed series of dissertations designed to record the activities of the program and to provide information and recommendations which may prove valuable to the present administrative personnel and to those who evaluate the program in the future.

Chapter II is devoted to the program of events and activities for the claendar year 1966. Activities pertaining to the following topics are discussed: 1. Individual Counseling, 2. Group Conferences, 3. Activities Directed toward Cultural Enrichment, 4. Pupil Committees, 5. Community Relations, 6. Testing and Selection, 7. Policy Committee Meetings, 8. The 1966 Summer Program.

Chapter III contains selected information concerning the first group of students to participate in Project Opportunity in Nelson County. As an aid to the present administrative personnel at the local level and in anticipating the need for such information in forthcoming evaluations and assessments, selected information about the students is compiled and tabulated. Such information as grade point averages, attendance records, educational level of the parents, occupations of the parents, family size, religious preferences, birthplace of students and parents, music participation, and ownership of property is tabulated.

The final chapter is devoted to discussion of the topics in Chapter II and III and to recommendations for improving the project as it exists in Nelson County, Virginia.

This dissertation is the second in a proposed series of dissertations designed to aid in future evaluations and assessments of Project Opportunity in Nelson County, Virginia.

Clemens, Frederick Wayne. Project Opportunity: A Descriptive History of a Southern Approach for Providing Educational Encouragement to Disadvantaged Students. University of Virginia, 1968. 417p. 69-3977.

Project Opportunity is a compensatory education program sponsored by the College Entrance Examination Board, the Southern Association of Colleges and Schools, and sixteen southern universities and colleges. Funds for the project are provided by the Ford Foundation and the Danforth Foundation. The project, which is a fifteen-year program, has been in operation since September, 1964, in eleven secondary schools in eight southern states.

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At the end of the school year 1968, approximately 2,000 students were participating in the project.

The purpose of this study was to compile and review the history of Project Opportunity from its inception until June, 1968. The study included a history of the development of the project; of the selection, identification, and the compensatory activities of the eleven project schools; of committee meetings, conferences, and workshops conducted by the project; and suggestions for the future development of the project. The study was undertaken to provide a record for use by project personnel at the local level to determine what has gone on before, to serve the project administrators in planning the future course of Project Opportunity, and to assist personnel of other compensatory educational efforts in developing and improving their programs.

Data for the study were gathered through personal visits to the eleven project centers, the project's central office in Atlanta, Georgia, and the sponsoring collegiate institutions. Information was also obtained through written and personal communication with the designers of the project and through attendance at conferences and workshops conducted by project personnel.

Project Opportunity developed from two programs designed separately by the College Entrance Examination Board and the Southern Association of Colleges and Schools. The two programs were merged in January, 1964, and were placed under the directorship of the Educational Improvement Project of the Southern Association of Colleges and Schools. Administration was assigned to a central staff located in Atlanta, Georgia, and an Advisory Committee made up of representatives of the central staff, the College Entrance Examination Board, and collegiate and secondary educational institutions.

Selection of the eleven project centers was made during the school year 1964-1965. All of the schools selected had the common elements of a student body from a low socio-economic background, a low percentage of graduates who continue their education beyond high school, low student and parent motivation for higher education, and a large number of students who drop out before completing high school.

Approaches toward reaching the goals of the project centered in the areas of counseling, tutoring, and cultural enrichment for the students. Summer programs were conducted for remedial and enrichment academic experiences and recreational and cultural activities. Additionally, parent and community involvement was sought and encouraged.

Participation of the sponsoring colleges and universities varied from center to center. The colleges assisted in analyzing test scores used in identification of project students and invited groups of project students to events on the college campuses. Some colleges offered tuition-free classes to teachers from project schools, conducted teacher-training institutes, and provided instructors for summer programs.

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From the data compiled in making the study, suggestions were formulated for use in possible future development of the project. The suggestions were elimination of ambiguous terms, explanation of college commitments in the areas of admission and financial aid, explanation and agreement as to what constitutes advanced education, re-evaluation of an original objective calling for project students to remain in the South, written procedures for dropping students from the project, decisions concerning grouping of project students, redefinition of the role of the project counselor, and provision for problems created by urban development in locations containing project schools.

College Preparatory Programs: Other Programs

19. Bacon, Cuttie William. A Study of Some of the Factors Influencing Minority Inner City Students to Seek Admission to College. Northwestern University, 1972. 125p. 72-32,371.

The purpose of the exploratory study was to identify some of the factors that influence minority inner city high school students to seek admission to college. The uniqueness of the study is that it focuses on the underachieveing minority student, who are members of the lower half of their high school graduating classes. These students are usually classified as non-college material.

The data were collected through an interview questionnaire that consisted of twenty-one questions. The interview was semi-structured to allow the subjects the opportunity to respond freely.

The researcher population consisted of twenty subjects who were former members who were currently members of a college preparatory project for underachieving inner city students. All of the interviews were administered orally by the researcher in order to allow maximum clarity and response.

The researcher found that none of the subjects had applied to college before becoming a member of the college preparatory project. More than 75 percent of the subjects stated that among the significant influences they had received while a member of the college preparatory project was from the program counselors and other staff members. The college environment, as well as the consistent focus on going to college, and the temporary escape from poverty during the residential part of the program, had significant influences on the subjects selecting college as their goal.

The data presented in this dissertation point out that for the population studies, seven major components of the college preparatory program were responsible for its subjects applying to college. They include having: a college preparatory program housed in institutions of higher learning with some residential programming; the primary focus of

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the program on going to college; a staff that is sensitive and able to respond to the needs of the participants; a staff ratio that will allow maximum individual counseling with students; students, family, and community involved in the program; numerous non-traditional approaches to teaching; and making available financial aid and college admission requirement information and tutorial help for both students and parents.

These findings are limited to the population studied and cannot be applied to other populations.

20. Baker, John. An Evaluation of the Effectiveness of the High School Equivalency Program in Preparing Participants to Pursue Higher Education Studies Successfully. The University of Wisconsin - Milwaukee, 1972. 164p. Advisor: George E. Uhlig. 73-4408.

The primary purpose of the study was to determine whether or not the High School Equivalency Program (HEP) was effective in preparing program participants to pursue higher education studies successfully. Secondary purposes were to determine: (1) if the subjects' sex or ethnic identity were factors related to college success; (2) if selected institutional characteristics were related to college success; (3) if the HEP center attended was related to college success; and, (4) if the General Educational Development Tests (GED) were efficient predictors of college success for this population.

The population studied consisted of 98 HEP graduates from 10 HEP centers who had participated in the program during the period from September, 1968 through June, 1971 and for whom both HEP and college studies data were available.

Data included in the study were gathered from HEP center directors, college registrars, and the central data bank at the University of Wisconsin-Milwaukee. The following kinds of data were gathered: (1) sex and ethnic identity of each subject; (2) college size, type, and regional location; (3) the HEP center attended and length of stay in HEP; (4) GED scores achieved; and (5) records of college credits earned and grades achieved.

College success was defined in terms of credits earned, grade point averages achieved, and four combinations of credits and grades specified as: Success A (12 or more semester credits and a 1.70 GPA), Success B (9-11 credits with 1.80 GPA), Success C (1.90 GPA with 8 or fewer credits), and Success D (2.00 GPA without regard for credits).

The success criteria were treated as dependent variables and analyzed by chi-square tests and analyses of variance as they related to the subjects' personal characteristics, selected institutional variables, and the HEP center attended. The relationship between GED tests and college grades was tested by stepwise multiple regression analysis. Scheffe contrast ratios were computed to identify specific pairs of variables

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which differed from one another when significant F-ratio were found. The .05 significance level was accepted for establishing differences.

Significant differences were found between subjects with Spanish surnames and other subjects on success B, C, and D. Sex proved not to be a differentiating factor on any success criterion.

Other significant differences were found for college locations, sizes and types. The success criteria producing the differences for college location were success B and grade point averages. The analysis on college types showed significant differences on success B, credits earned and grade point averages. And for college sizes, differences were also found on success B.

Subjects attending colleges offering the doctorate, students enrolled between 3,000 and 10,000, and students attending colleges on the Pacific Coast all had significantly better achievement than other subjects when compared on those institutional variables.

The comparison of subjects by the HEP center attended showed significant differences between centers on grade point averages, success B, and on all five of the GED tests.

Three of the GED tests proved useful in predicting success on the various criteria. They were grammar and spelling, social studies, and mathematics. Mathematics proved to be the single most powerful predictor.

While the study showed HEP students not to be as successful in college as regular high school graduates, there was sufficient evidence of success to conclude that HEP was indeed effective in producing graduates with adequate potential to succeed in college studies.

21. Bolden, James Arthur. An Analysis of Occupational Interests and Choices of Black and White Male High School Seniors Enrolled in Academic Programs and College-Bound. Temple University, 1972. 125p. 72-20,186.

The small percentage of blacks, compared to the national population employed in many occupational fields, clearly indicates the misuse of our human resources and also a complete loss to the individual in his attempt to maximize his potential or to fulfill his opportunity for self-development and employment equal to his capacity or equal to his level of interest. This is clearly a case of lost talent if we define talent with the assumption that a nation needs and can utilize all its intelligent citizens who are suitably trained. We must all acknowledge that our society has failed, intentionally or otherwise, to make use of the human resources that its black citzens can offer for the maintenance of our economy, health, welfare, and education of our society.

Blacks constitute by far the largest proportion of non-whites in the population in the United States. In 1969, of the 199.8 million persons

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in the United States, 22.3 million or 11 per cent were black. Yet the percentage of blacks in the professional, managerial, and other skilled occupational areas remains relatively small (U.S. Department of Labor, Bureau of Labor Statistics, 1969). With the changes in attitudes toward the world of work and toward the black population, meaningful research and information is needed to determine if blacks will demonstrate more interest in many of the occupational fields that have been closed to them due to racial injustice in America.

There were several purposes for undertaking this study. One was to identify and compare occupational interests and vocational choices of black and white male high school seniors enrolled in academic programs who are college-bound. A second purpose was to compare socioeconomic levels with occupational choices and aspirations. Finally, to correlate the counselors' estimation of job preferences with those job preferences selected by the students.

One hundred black and 100 white male high school seniors enrolled in academic programs were randomly selected and tested using the Hackman Vocational Interest Inventory and the Hackman Vocational Guidance Questionnaire. The two highest major occupational fields of interest were identified for each subject. Through a process of paired comparison, the five highest ranking jobs in each of the two major fields were intermingled and a ranking of the top ten jobs for each student was recorded. After the final ranking of the ten individual jobs by each student, the counselor was also asked to rank the ten jobs for each student based upon his knowledge of the student's occupational interest areas.

This sample was confined to 100 black male and 100 white male high school seniors who were enrolled in academic programs and who are college-bound. This sample was limited to high schools located in metropolitan areas in Pennsylvania and only those schools with a representative sample of all socioeconomic levels as well as racial and ethnic background were included.

Findings

1. Black and white students enrolled in academic programs who are college-bound show no statistical significant difference in the selection of major occupational fields of interest.
2. The counselors' estimation of the relative ranking of the students' ten highest job preferences showed no statistical significant difference for either black or white students.
3. There is a statistical significant difference between black and white students in the selection of major occupational fields of of interest when compared to socioeconomic level. In addition, there is also a statistical significant difference in the selection of the major occupational fields of interest according to socioeconomic level within each of the two races.
4. There is no statistical significant difference between black and white students in their vocational aspirations.

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22. Newton, Virginia Shafroth. Conceptual Functioning of Disadvantaged High School Seniors in a Special College Preparatory Program: Its Relation to Academic Performance and Motivation and to Certain Individual and Status Variables. New York University, 1972. 141p. Advisor: Martin Hamburger. 72-20,652.

The purpose of this study was to examine the relationships of conceptual functioning or belief systems to academic performance and motivation and to certain individual or status factors, in a sample of disadvantaged high school seniors preparing for college.

Conceptual functioning refers to the way a person perceives and relates to the world and is defined by Harvey, Hunt, and Schroder (1961) in Conceptual Systems and Personality Organization (Wiley, 1961) in terms of four belief systems characterizing nodal points in the progressive development of an individual on a continuum from concreteness to abstractness. In addition to the four major belief systems and admixtures of these, a category representing negative orientation (Negatives) and consisting of System 2s (Negative Independents) and admixtures of System 2s was utilized here. The focus of the investigation was on Negative and System 2 functioning, as it is the negatively oriented or rebellious student who may have the greatest difficulty in preparing for college and who may present the greatest challenge to the schools.

All of the seniors (89) in two of the five College Discovery and Development (CDD) Centers in New York City high schools served as the sample for the investigation. The following instruments were administered to the CDD students: the This I Believe Test and the Conceptual System Test to determine their belief systems and system characteristics; and the Academic Motivation Scale from the Biographical Inventory of the Comparative Guidance and Placement Program of Educational Testing Service to measure their verbal academic motivation. Grade-point average, number of failures, and Regents examination scores were used as the measures of academic performance, and number of absences was used as the behavioral measure of academic motivation.

It was hypothesized that System 2s and Negatives would perform less well academically and be less academically motivated than other system students. Analyses of covariance were made to test the difference between systems on the measures of academic performance and motivation. The hypotheses were partially confirmed in that System 2s were significantly lower in academic performance and Negatives were significantly lower on the Academic Motivation Scale. However, System 2s and Negatives were extremely variable in their academic behavior.

Further examination of the extreme variability showed that the System 2s were sharply polarized in their academic behavior and that three factors related to the polarization: CDD center, family status, and the student's academic ability. The academic behavior of the System 2 students was significantly impaired if they were in Center II, if they came from a broken home, or if they had limited academic ability.

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A research question explored the relationship of conceptual functioning to certain individual and status factors: sex, race, ability, family structure and background, socioeconomic factors, and specific educational experiences. Chi-square analyses were made to test the differences between systems on each of the discrete individual status variables, and t tests and analyses of variance were used to compare the differences between systems on ability. Only one significant finding was obtained: Negatives were least likely to have parents of foreign background and most likely to have parents of northern background. Further examination of the results suggested that more disadvantaged than advantaged girls were likely to be Negative Independents.

The findings of the investigation in relation to other relevant research were reviewed. Implications for research, theory, education, and counseling were discussed and specific research suggestions advanced. The results of the investigation underscored the value of conceptual functioning theory as an additional way of understanding the learning problems of disadvantaged students, especially of negatively oriented and rebellious students.

23. Silver, Carl. Counselor-Client Compatability: A Comparison of Dogmatism and Race in Inner-City College-Bound Client Decision-Making. St. John's University, 1972. 212p. 72-31,041.

Negro and white clients have been routinely exposed to white guidance counselors. Of late, the increased licensing of Negro counselors is bringing both Negro and white clients into contact with both Negro and white counselors in every-increasing numbers. The question can be raised as to whether or not Negro and white clients share the same concerns regarding their preferences for counselors. Ten hypotheses were advanced suggesting substantially that: Closed-minded clients would express a preference in the direction of directive counselors, Open-minded clients would express a preference in the direction of non-directive counselors, and counselor style would be more important than counselor race for all clients, both Open and Closed-minded.

The Rokeach Dogmatism Scale, Form E was given to 122 Negro and 121 white high school students. They were treated as a single population based on the Critical Ratio drawn between them. Four groups, comprising the study population, were selected on the basis of their D Scale scores and identified as follows: Negro Closed-minded, white closed-minded, Negro Open-minded, and white Open-minded. Study group members read two case studies in script form that dealt with the problem of college selection. In one script the counselor was directive, and in the other, non-directive. Respondents indicated their preferences for counselor style and the degree of preference. They also responded to two selectively printed photos of the same man so as to indicate their preference for counselor race and the degree of preference. Finally, they ranked their preferences for the four possible combinations of counselor style and counselor race, which were: white directive counselor, white non-directive

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counselor, Negro directive counselor, and Negro non-directive counselor. The chi-square statistic was used.

All four client groups expressed a significant preference in the direction of directive counselors, irrespective of counselor race. In all instances, counselor style was more important than counselor race when both were known to the client groups: both Negro and white groups behaved as a single population. Only in the absence of information about counselor style, or with that variable controlled, did the respondents prefer a counselor of the same race as themselves. Negro Closed-minded clients expressed a significantly higher preference than did Negro Open-minded clients, for Negro counselors in the absence of other information about the counselor.

Selected personality factors within the clients affected their preference for counselors. That Open-minded as well as Closed-minded clients preferred directive counselors appears that it might be a function of their age and their need for structure at the developmental stage.

24. Stadthaus, Alice M. A Comparison of the Subsequent Academic Achievement of Marginal Selectees and Rejectees for the Cincinnati Public Schools Special College Preparatory Program: An Application of Campbell's Regression Discontinuity Design. University of Cincinnati, 1972. 35p. Advisor: Alfred D. Garvin. 72-31,927.

The Cincinnati (Ohio) Public Schools maintain a Special College Preparatory Program (SCPP) in grades seven and eight for those students selected by scoring above a rigidly-adhered-to cutoff point on a battery of tests administered in grade six. Students falling within one standard error of measurements below the cutoff point are retested on another form of the selection battery.

The battery was a composite of a group intelligence test, a standardized reading test, and a standardized arithmetic test. Students having a weighted composite retest score of 870 or above were eligible for SCPP at either Walnut Hills, a specialized college preparatory school, or one of the comprehensive schools, whichever they elected to attend.

The problem was to assess, what, if any, opportunity effect may be attributed to the SCPP provided to the Retest-accept (RA) population and withheld from the Retest-reject (RR) population and further, whether this effect differs between the two agencies, Walnut Hills, and the comprehensive schools.

Ss of this study were drawn from the retest population for the school year 1963-4. Ss on whom criterion variable test scores of subsequent academic achievement were available became the subjects of the study. There were sixty subjects in the RR group and forty-seven in the RA group. The RA was further partitioned into RA-Walnut Hills (RAWH) with a N of 21, and RA-Comprehensive School (RACS) with a N of twenty-six.

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The composite score used as the criterion variable was a sum of each subject's scores on SCAT, Stanford Achievement--English Form X, Stanford Achievement--Reading Form X, Stanford Achievement--English Form W, and Stanford Achievement--Reading Form W.

Theoretically, all retest Ss are statistically equivalent to one another. Any differences in subsequent academic achievement on the criterion variable between RA and RR should be attributed to the SCPP. However, real differences in pre-existing ability could exist and these alone might account for differences in subsequent academic achievement independently of the opportunity effect. Therefore, it is necessary to assess the opportunity effect of the SCPP by a method that accounts for pre-existing differences in ability to the extent that they exist. The Regression Discontinuity Design (Campbell, 1966) does exactly this.

It was hypothesized that there would be no significant differences in subsequent academic achievement between RA and RR groups, or between partitioned RA (RAWH; RACS) and RR groups as tested by a simple t test or as tested by the Regression Discontinuity Technique (Campbell, 1966) using Sween's General Double Extrapolation Technique (1971) to determine whether the difference, if any, was independent of pre-existing differences in ability.

On the t test the RA was significantly higher ($p < .001$) than the RR. Further, RAWH was significantly higher than RR ($p < .01$) as was RACS ($p < .001$). However, using Sween's (1971) technique there was no significant difference between any of the groups.

It was concluded that the difference in subsequent academic achievement between acceptees and rejectees must be attributed to pre-existing difference in relevant ability--a continous variable--and not to the opportunity effect of this program operating as a discrete variable.

The implication of this study is that SCPP has no significant opportunity effect but that, instead, subsequent differences in academic achievement depend on pre-existing differences in relevant academic abilities. However, before such a discouraging implication is accepted far more empirical varification must be had.

Recommendations for further research are made.

25. Vaccaro, John B. Effect of the Optimation Reading Program on the Performance Level of Minority/Poverty Students on the Scholastic Aptitude Test. Wayne State University, 1972. 81p. Advisor: Nancy K. Schlossberg. 72-28,499.

The disparity between the number of minority students attending college in relationship to their proportion of the total population is an increasing concern of many. Part of this imbalance can be accounted for by the selective admissions process which typically utilizes high school

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record and standardized test scores as selection criteria.

Test taking experience shows that only one or two per cent of minority students are likely to score above the national mean for college bound students. Thus, it is unlikely that large numbers of minority students would be admitted to selective volleges if the traditional criteria were utilized.

In an effort to see if the performance of minority/poverty students on the SAT could be imporved, a rapid reading program, the Optimation Reading Program, was utilized because of its reported effectiveness with students from minority/poverty backgrounds. Previous SAT coaching studies have been conducted primarily with highly motivated college bound students. These studies have shown that coaching does not significantly increase the performance level of students on the SAT.

Subjects involved in the study were enrolled in English classes in an urban high school that serves the inner city of a large metropolitan city in the Midwest. Characteristics of the group would have them labeled as educationally disadvantaged as defined by most authorities. Fifty-four students were randomly selected to participate. All were given one form of the SAT as a pre-test and another form as a post-test some three weeks later. In the interim the experimental group consisting of twenty-six students took part in the Optimation Reading Program which met for twelve two hour sessions over a three week period. Students' reaction to the reading program were elicited at the conclusion of the program.

The data were analyzed using the analysis of covariance statistic. The results of the data analyses let to a acceptance of the null hypotheses: (1) there will be no significant differences in changes on SAT scores between students who take the Optimation Reading Program and those who do not; (2) there will be no significant differences in changes on SAT scores between students who attained a higher comprehension rate on the Optimation Reading Program and those who attained lower comprehension rates in the program; (3) there will be no significant differences in the ability to complete the SAT between students who take the Optimation Reading Program and those who do not. The results of the data analysis led to a rejection of the null hypothesis: (1) there will be no significant differences in changes on SAT scores between students who attain higher reading speeds on the Optimation Reading Program and those who attain lower reading speeds on the program. Although this proved to be statistically significant it did not demonstrate use of the program for practical purposes since the magnitude of score change was only 36 points in a test that has a standard deviation of 116.

Recommendations made included: (1) that a rapid reading program such as the Optimation Reading Program should not be utilized with minority/poverty students if the primary purpose is to increase student SAT scores with the hope of increasing the chance for admission to college; (2) since the program did generate a most positive response from the students, the use of the program should continue to be explored either as a supplement

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to the traditional classroom offerings or as an alternative to one of the offerings. Future research might be directed at investigating the effects of the program as it relates to academic success over a longer period of time and to a further investigation of the characteristics of students who are most successful in the program to see the types of students who tend to benefit the most from participation in the program.

Special Programs: Vocational

26. Lutz, James Gary. An Evaluation of a Community Program of Compensatory Education for the Culturally Disadvantaged. Lehigh University, 1969. 139p. 70-1733.

The purpose of this study was to evaluate the Threshold Program of the Friends Neighborhood Guild of Philadelphia, an educational and counseling program designed to aid Negro high school students living in North Philadelphia in obtaining post-high school education in either academic or vocational fields. In order to increase the students' chances for acceptance, the program attempted to raise their grade-point averages, improve their scores on achievement tests, and create a positive attitude change on the part of the students and their parents. In addition, the staff requested an assessment of any effect the program had on vocational interests. In order to attain these objectives, Threshold offered continuing interviews with the students, parent interviews, college and vicational counseling, formal classes in mathematics, tutoring in all subjects areas, the opportunity to tutor elementary school children, conferences and seminars, college visits, film social nature.

The experimental group consisted of 48 high school seniors from the Benjamin Franklin and William Penn High Schools. The control group consisted of 42 seniors from the same schools. Both groups contained male and female, academic and non-academic students. Each group was administered the Otis Quick-Scoring Mental Ability Test, the Paragraph Meaning and Arithmetic Concepts subtests of the Stanford Achievement Test, and the Kuder Vocational Preference Record. Records were available of their junior and senior grade-point averages, College Board scores, and acceptances into post-high school education. For the experimental group, records were kept of participation in Threshold activities, attitudes with respect to position, potential, and future, and attitudes of their parents with respect to the Threshold Program and the further education of their children.

There was no significant difference by treatment, sex, curriculum, or their interactions in the number of students accepted into post-high school education, arithmetic achievement, vocational interests, or College Board verbal scores. Significant sex differences were observed in grade-point average and College Board quantitative scores. A significant second order interaction was observed in reading achievement. These

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differences could not be logically attributed to the effects of the Threshold Program. The coefficient of multiple correlation between program participation and post-high school acceptance was significantly different from zero with activities classified as "motivational" making the only significant contribution. The coefficient of multiple correlation between participation and grade-point average improvement was not significantly different from zero, and there was no significant difference in grade-point average improvement between those experimental students who were accepted into post-high school education and those who were not. There was a significant positive attitude change on the part of both the students and their parents; however, the coefficients of correlation between these attitude changes and post-high school acceptance were not significantly different from zero.

The study was limited by the small number of students in each treatment group, the relatively few instruments that could be used, and the non-random selection of the experimental group. There were several factors within the program which could have contributed to this lack of significance: the limited amount of time the students were in the program, a relatively small staff-to-student ratio, the announcement midway in the year that the program would be discontinued the following fall, the intensity of the Black Power movement, and the outbreak of gang hostilities in the area.

By the criteria of the evaluation and the instruments employed, the Threshold Program did not succeed. Rather than motivating a significant number of students, it seemed only to identify those already motivated. The writer feels, however, that had Threshold been allowed to continue, some revisions in its structure and techniques might have made it a successful program.

27. Bennett, James Gordon. Disadvantaged and Non-Disadvantaged Urban High School Students Perceptions of Work Within General Merchandise Retail Department Stores. The Ohio State University, 1969. 127p. Advisor: Neal E. Vivian. 70-6722.

The purpose of this study was to determine the perceptions of tenth grade students enrolled in urban high schools serving disadvantaged youth toward employment in distributive occupations within general merchandise retail department stores, and to compare these perceptions with those held by tenth grade students enrolled in urban high schools serving non-disadvantaged youth and with those employed in distributive jobs within general merchandise retail department stores

A perception scale composed of sixty-two items covering six categories of statements was developed and administered to tenth grade students and department store employees in three Ohio Cities, Columbus, Dayton, and Toledo. Six hundred non-disadvantaged high school students, three hundred fifty disadvantaged students, and one hundred fifty-four employees participated in the study. A fourth respondent group of twenty-seven tenth grade white students who attend a school serving disadvantaged

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youth were identified and included in the study although no hypotheses were stated for this group. Distributive Education teacher-coordinators in the three Ohio cities identified the employee respondents, administered the perception scales, and gathered their responses.

Comparisons were made between disadvantaged and non-disadvantaged students, non-disadvantaged students and department store employees, disadvantaged students and emoloyees, and the twenty-seven white students and employees. Highly significant differences on almost all items were noted when the responses of the disadvantaged students were compared to the responses of the department store employees. Highly significant differences on many items were noted when the non-disadvantaged students were compared to the employees. Highly significant differences on most items were identified when the non-disadvantaged and disadvantaged student respondents were compared. When the responses of the twenty-seven white students who attend an urban school serving disadvantaged youth were compared to the department store employees only a moderate number of significant differences were noted.

The data of the study points out that the disadvantaged and non-disadvantaged students do not have the same perceptions of retail department store work as do the department store employees. It further points out that there are significant differences in the perceptions of department store work when the disadvantaged student is compared with the non-disadvantaged student. The study also indicates that the twenty-seven white students who attend an urban school serving disadvantaged youth have similar work perceptions when they are compared to the department store employees.

28. Tompson, Donald Lee. An Analysis of the Effects of a Short-Term Work Exposure, Counseling, and Vocational Guidance Program on the Attitudes, Motivation and Aspirations of Disadvantaged High School Students. West Virginia University, 1971. 130p. 71-26,637.

The purpose of this study was to investigate the effects of a ten week work exposure, counseling, and vocational guidance program on the motivation and attitudes of a group of economically disadvantaged high school students. A pre-post control group design was employed as the research design. Statistical analysis was accomplished using an analysis of variance (factorial design) with treatment, sex, locus of control and level of academic achievement as the factors. Each factor was dichotomized, making a 2 x 2 x 2 x 2 factorial. This design allowed the researcher to study the differential effects of the program in relation to the factors of sex, locus of control and achievement. The findings indicate that the program had a significant effect in raising the subjects level of need achievement (greater than .05). Results showed that females, low achievers and externally controlled experimental subjects made significant gains in their level of occupational aspiration. Experimental male subjects made significant positive changes on self-concept (greater than .10). Experimental, internal control subjects

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made sugnificant gains on level of educational aspiration (greater than .10).

Considering the number of dependent variables studied, the number of factorial cells, and the small n in some of these cells, the findings must be interpreted with caution.

While the above study did not prove conslusively the value of the work exposure, counseling, and vocational guidance program concept, it does indicate that this innovation for disadvantaged youth has some promise of success for reintegrating these youths in educational and vocational pursuits.

Because of this diversity of treatment (i.e. some students did not have an opportunity to spend time at all work stations, and program personnel related differently to different students) the work exposure, counseling, and vocational guidance program concept needs additional research which would identify the relative strengths and weaknesses of the components.

29. Farning, Max Clarence. Some Reasons Why so Few Black High School Graduates Attend Post-High School Area Vocational Schools. University of Minnesota, 1972. 180p. 72-27,836.

The purpose of this study was to determine why so few black male high school graduates in the Minneapolis-St. Paul, Minnesota, area attend post-high school area vocational schools. The investigator conducted personal interviews, over a four-month period, with black high school students and adults to develop hypotheses about who so few attend area vocational schools. As a result of a literature review and the personal interviews, the investigator formulated 27 major hypotheses and 22 minor hypotheses.

In order to test these hypotheses, the investigator developed an instrument comprised of ten Likert-type scales and one true-false scale; a total of 259 items were formulated. A jury of 10 experts checked the instrument for content validity. The instrument was then pilot tested. For each scale, an item analysis was performed and internal consistency was checked. As the result of the validity check, pilot test, item analyses and internal consistency checks, 104 items were removed, leaving 155 items in the final instrument. The scales were developed to test for differences between groups of students on their perception of (a) labor unions, (b) area vocational schools, (c) blue collar work, (d) middle-class values, (e) their parents' perception of education, (f) their friends' perception of education, (g) the concept "education is good," (h) the concept "teachers are good," (i) the concept "counselors are good," and (j) their knowledge about area vocational schools.

The subjects were randomly selected from the population of male high school seniors attending two inner city high schools in St. Paul, Minnesota.

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There were two stratified random samplings: students were randomly selected within the parameters of race (black and white) and (a) what they expected to be doing the next year (attending an area vocational school, attending college, or having a full-time job), and (b) what the would like to be doing the next year (total N = 77). Analysis of variance, using orthogonal contrasts, was the principal statistical technique used Limiting the discussion to significant differences (less than .05 level) the major findings were as follows:

1. Within each of the two races, students who expected to be attending an area vocational school the next year scored significantly higher than students who did not expect to attend an area vocational school on each of the scales measuring their (a) perception of area vocational schools and (b) perception of blue collar work.
2. Within each of the two races, students who expected to attend school, either an area vocational school or a college, scored significantly higher than did students who did not plan to attend school the next year on the scale measuring their perception of reinforcement from their parents on school and educational activities.
3. Within the white race, students who expected to attend school the next year scored significantly higher than did students who did not expect to attend school the next year on each of the scales measuring (a) white middle-class values, (b) their perception of reinforcement from their friends on school and educational activities, and (c) the concept "education is good."
4. Within the black race, students who expected to attend an area vocational school the next year scored significantly higher than students who expected to have a full-time job the next year on the scale measuring knowledge of area vocational schools.
5. Between the races, the white students scored higher than the black students on the scales measuring their (a) perception of blue collar work, and (b) perception of area vocational schools.

30. Arnold, Anna Beth. Attitudes, Perceptions and Personal Problems of Three Groups of High School Seniors. North Texas State University, 1972. 136p. 73-2886.

The problem of the study was to compare three groups of high school seniors--college preparatory, vocational preparatory, and general diploma students--in scholastic achievement, attitudes, and types of personal problems.

One hundred seventy-two students attending a comprehensive, Fort Worth High School were randomly selected. The Purdue Master Attitude Scales and the Mooney Problem Check List were administered. Attitudes toward 1) high school, 2) required subjects in the curriculum, 3) free public secondary education, and 4) busing to achieve racial integration were measured. The eleven problem areas of the Mooney Problem Check List were also studied. Analysis of variance was used to determine if the groups differed significantly. Where such differences existed, the Tukey test was used to determine where the variance occurred. The .05 level

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was designated as the point of rejection of the hypotheses.

Conclusions based upon the findings were:

1. Regardless of course of study, high school students had much in common. Vocational preparatory students differed from college preparatory and general diploma students more than these latter groups differed from each other.

2. Current curriculum requirements did not seem to be appropriate for all students. The required curriculum seemed more appropriate for college preparatory than for vocational preparatory students. It also seemed more appropriate for females than for males.

3. It was not uncommon for students to have unfavorable attitudes toward some required courses but have favorable attitudes toward school in general. Therefore, variables other than required courses probably influence their attitude.

4. Problems related to the three most prevalent areas--namely, 1) the future: vocational and educational, 2) courtship, sex and marriage, and 3) home and family--indicated a concern for the uncertainties of a complex society in which peer and inter-personal relations were very important.

Implications and recommendations formulated were:

1. High school provides a meeting ground for students who will pursue different post-graduate plans. Vocational preparatory students may have somewhat different needs than other students, but the common needs are being met successfully by the comprehensive high school. Evidence seems to support the contention that the needs of the students can be met within the structure of the comprehensive high school.

2. Attitudes appear to affect the degree of cognitive learning that takes place in the classroom. School personnel need to determine and consider the attitudes of students regarding subject matter areas and co-curricular activities in curriculum planning. It seems that school districts should place priority on obtaining this information for planning.

3. For students who have serious concerns about their futures and interpersonal relations, it is recommended that units of study in these areas may be helpful in allowing them an opportunity to better understand themselves and others in relation to today's social environment.

31. Wilkinson, George Bird. A Description of Procedures and Instruments for Describing Selected Characteristics of a Quality Program of Industrial Arts Education in a Large Metropolitan School District. Temple University, 1972. 217p. 72-27,215.

This study was concerned with developing a procedure for quantitatively describing a junior high school industrial arts program in a large metropolitan school district in terms of contemporary thinking regarding teaching personnel, instructional program and facilities, and applying the procedure to the program in the Philadelphia public schools.

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Characteristics of a contemporary junior high school industrial arts program and evaluative criteria were derived from literature in the field and then evaluated by a jury of thirteen persons drawn from national, state and local levels. A General Information Form, Interview Check List and Observation Check List were formulated from the resulting criteria and tested for reliability. The General Information Form was completed by 116 industrial arts teachers in 24 schools. The investigator interviewed each teacher, observed him teaching and completed the appropriate forms. Data from the forms were processed by computer and conclusions were drawn in terms of relative strength of the indentified characteristics.

Conclusions

1. The instruments developed in this study have reliability coefficients that are generally acceptable.
2. City industrial arts teachers appear to be generally competent in directing student activities and have desirable personal characteristics, but too many teachers have substandard certification.
3. There is a need to improve the preparation and professional development of teachers as indicated by the failure of most teachers to a) plan and organize instructional activities on the basis of established objectives and b) keep abreast of current philosophical and concepts and trends in teaching practices.
4. There is insufficient time allotted to industrial arts in the junior high school curriculum.
5. The industrial arts program is loosely organized on a city-wide basis.
6. The program generally has the support of the principals, but there is a need for principals to participate more actively in program improvement.
7. Instructional content is strong in manipulative activity, but observed practices are narrow in scope, and there is need for more guidance and safety education.
8. Laboratories are too small for normal size classes.
9. Major equipment is generally in good condition, but there is a need for a more definite replacement schedule.
10. Small tools and supplies are generally adequate.
11. There is a need for improvement in the quantity, quality and variety of reference materials for students.

Major Recommendations

1. Instruments such as those developed in this study should be applied to other large cities.
2. The instruments should be applied to the Philadelphia schools annually to determine the extent of change occurring in the program.
3. To decrease the number of teachers with substandard certification local recruitment efforts should be intensified.
4. Teacher training programs should place greater emphasis upon how to a) establish objectives, b) develop a program consistent with the objectives, c) implement the program, d) plan and conduct program evaluation and e) develop a professional commitment to teaching.
5. A local in-service teacher training program should be provided

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to assist teachers in developing the competence and motivation for program improvement.

6. Existing scheduling procedures should be examined and revised to provide more time for industrial arts.

7. Program improvement at the classroom level should be directed toward a) establishment of objectives, b) evaluation of the program in terms of the objectives, and c) revision as needed.

8. Guidance and safety education should receive greater emphasis.

9. New laboratories should meet or exceed standards established by the Pennsylvania Department of Education.

10. Renovations of existing laboratories should provide more space where possible.

11. A definite plan for equipment replacement should be initiated.

12. Teachers should make greater efforts to acquire and use reference materials.

Special Programs: Outward Bound

38. Gillette, James. H. A Study of Attitude Changes as a Result of Outward Bound Mountain Ski School, C-60. University of Northern Colorado, 1971. 94p. 72-3260.

The purpose of this study was to measure attitudinal changes concerning personal values, social and political issues, and physical stress in the participants of the Outward Bound Mountain Ski School, C-60, held near Lake City, Colorado, January 4 through January 25, 1971. The population was comprised of thirty-four participants of this Outward Bound School.

A list containing 106 statements expressing attitudes concerning personal values, social and political issues, and physical stress, was prepared by reviewing the Outward Bound literature, previous studies, and interviewing two former Outward Bound instructors. Sixty statements were selected from the original 106 which represented attitudes that had been observed to change as a result of Outward Bound Programs. Each statement was printed on a card and the Q-Sort technique was employed to determine the priorities given to the attitude statements by the participants on the pretest and posttest. A perception scale was prepared, listing these sixty variables, which allowed each participant to classify each variable as a cognitive, affective, or psychomotor variable. The pretest and posttest means were subjected to the t-test of means for related samples. The D^2 measure of variance was used to determine the degree of change in variable placement, if a difference did occur between pre-and posttest. The .10 level of significance was assigned to the t-test scores to determine statistical significance.

Nine of the sixty variables changed placement between pre-and posttest on the Q-Sort in a statistically significant manner as measured by the t-test at the 10 per cent level of confidence required for significance. Four of the nine significant variables illustrated a positive

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move in placement from pre- to posttest. Five variables became less important to the participants as shown by their lower placement of these variables on the posttest. Twenty-two variables were moved from pre- to posttest a distance that resulted in D^2 score of 2.0 above.

Conclusions

1. Nine variables expressing personal values, social and political issues, and physical stress changed significantly. The nine variables were: Assuming initiative, Changing pace, Doing as others do, Teaching that emphasizes lectures, Being concerned with over population, Being democratic, Sharing, Supporting law and order in a liberal manner, and Supporting minority group actions in their attempt to attain equality. Fifty-one variables did not change in a statistically significant manner. This means that only 15 per cent of the variables changed and, although this refutes the null hypothesis of no attitudinal change, this is a very small percentage of the total variables tested.
2. Eighty-five per cent of the variables supported the null hypothesis. This indicated that attitudinal change may be a personal thing which does not normally occur in twenty-one days.
3. The findings of this research have a tendency to refute the observations, reports, and statements concerning positive attitudinal change as revealed in the review of literature. Participants in the Outward Bound Ski School, C-60, may have changed in some ways, but this research indicates that attitudes remained relatively stable.

33. Lewis, Robert William. The Effects of a Planned Group Guidance Program for College-Bound High School Seniors on Selected Guidance Program Variables. University of Maine, 1971. 182p. Advisor: Charles Ryan. 71-27,884.

This study was designed to study the effects of a planned group guidance program for college-bound high school seniors on study habits and attitudes, vocational attitudes, definiteness of school and program choice, and admissibility in school of first choice. In addition, data was collected which described the amount and kinds of contacts students had with their counselors and the influence of significant others in the decision-making process.

Three groups of twenty students were randomly selected from among the college-bound seniors of a rural consolidated high school. One group participated in a planned program of group guidance for college-bound students. A second group also participated in the program and the parents of the group received letters describing the content of the sessions. A third group received no letters, and did not participate in the planned group guidance sessions.

The group guidance program was planned and directed by the experimenter. The process of the group involved highly cognitive, didactic experiences and the content dealt largely with the activities which would typically face a student making the transition to college. Sessions were held

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once a week for ten weeks, during the second quarter of the school year.

Experimental and control group members completed the Survey of Study Habits and Attitudes (SSHA), the Vocational Preference Inventory (VPI), and a locally constructed Post-High School Plans Questionnaire prior to and following the completion of the project. Each student's record was submitted to the admissions office of his chosen school for a judgment of admissibility by the director of admissions. Statements of the definiteness with which he held his vocational and educational decisions and judgments of the importance of other persons in his decision-making were elicited from each subject. The school counselors kept records of the topics discussed and time spent with any of the students involved in the study.

No significant differences were found between the groups with respect to: (1) any of the seven scales of the SSHA, (2) the Status scale of the VPI, (3) definiteness of vocational choice, (4) definiteness of educational choice, or (5) admissibility in school of first choice. Trends opposite to those expected were observed in definiteness of vocational and educational choice, with group guidance participants becoming less definite and control group participants becoming more definite.

Analysis of the time spent in individual counseling by members of the three groups indicated that the group guidance program failed to save time for counselors, and may have added to their load. The groups tended to use the counselors in different ways, but no differences were found in the amount of time spent by counselors on the administrative aspects of pre-college counseling. Changes were noted in the experimental subjects' judgments of the importance of counselors in decision-making, with the parent contact group significantly devaluing counselor influence following the program. Control group subjects showed a significant decrease in their naming of a miscellaneous others category. It was suggested that the group guidance program may have provided the necessary data to permit students to evaluate previously made decisions and accept them as their own.

It was recommended that future research be directed toward finding measures of the potential to change rather than attempting to measure the changes directly. Comparisions of group guidance with group counseling and other methods of facilitating the college transition are needed to determine whether the same self-direction in decision-making can be developed, and to discover what additional values such techniques might have.

34. Smith, Mary Ann Wakefield. An Investigation of the Effects of an Outward Bound Experience on Selected Personality Factors and Behaviors of High School Juniors. (Pages 126,143, "16 PF Tests," Forms A and B, not microfilmed at request of author. Available for consultation at University of Oregon Library). University of Oregon, 1971. 166p. Advisor: Raymond N. Lowe. 72-8601.

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This paper summarizes a psychological investigation into the effects of an Outward Bound training program on a group of high school junior boys and girls. Outward Bound training aims at self-confrontation and self-discovery by involving students in a continuing sequence of physical stress situations that increase in difficulty and complexity yet which are structured in such a way as to insure a maximum probability of success. Mental stress is usually a result of the accompanying fear produced by the situations which involve real physical danger and of the implicit pressure to carry on activities which most participants believe are beyond their capacity to complete successfully. By accepting these challenges it is believed that the participant is led to a re-evaluation of the potential of himself and others. The claim has been made by the proponents of Outward Bound that a person who experiences self-discovery in one environment can transfer the underlying lesson of his experience to other environments: school, home, and community. The staff at Winston Churchill High School in Eugene, Oregon, elected to send fifty of their junior students to the Three Sisters Wilderness area in the Cascade Mountains for a three week coed Outward Bound course on the basis of that premise. The goal was to attempt to increase the students' self-confidence, perseverance, and ability to get along with others. The purpose of this study was to determine the extent of which, if any, these personality factors changed in the students as a result of the experience. It was the purpose of this study, further, to determine the extent to which, if any, changes occurred in such behaviors as school attendance and measured success in high school courses.

On the basis of this study which was conducted over the span of the subjects' junior and senior years, it was found that compared to a matched control group of students, as a consequence of Outward Bound training, these high school students did improve significantly in the area of daily attendance. They also improved significantly in positive thoughts they had about themselves. The boys appeared to gain more from the experience than did the girls, although the difference only approached and did not achieve a significant level of confidence (.05). The study further attempted to determine whether the effects of Outward Bound training were long-lasting. Compared to the control group, no long lasting differences in performance on selected personality scales resulted. Teachers' ratings of the students on self-confidence, perseverance, and ability to get along with others indicated no significant difference from the control group.

35. Wetmore, Reagh Clinton. The Influence of Outward Bound School Experience on the Self-Concept of Adolescent Boys. Boston University School of Education, 1972. 164p. Advisor: Arthur G. Miller. 72-25,475.

The purpose of this study was to determine the degree to which change in the self-concept of adolescent boys is (1) influenced by an Outward Bound School experience, and (2) related to differences in age, socio-economic status, race, educational level, residential locale, sports background and specific course attended at the Outward Bound School.

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The sample included all boys (291) from various geographical areas of the United States, who were accepted for admission to the Hurricane Island Outward Bound School, Maine, during the summer of 1969. Each subject was in attendance at the school for twenty-six days. The subjects ranged in age from 15.5 to 19.5 years. All subjects were classified according to age group, socioeconomic status, race, educational level, residential locale, sports background and specific course attended at the Outward Bound School.

The Outward Bound course included rock climbing, survival swimming, ecology, first aid, sea expeditions, and rescue operations. Four identical courses were offered at the Hurricane Outward Bound School during the summer of 1969.

The Tennessee Self-Concept Scale was used to measure expressed self-concept of the sample and was administered on the first and last days of the course, and six months following the end of the course.

The Kelly and Baer Behavior Rating Scale was used by instructors in rating overt behavior of subjects and was completed by instructors at the end of each course.

Student Critiques were completed by subjects six months following the end of the course. Each subject was asked to comment on the influence the Outward Bound experience on his life.

Tests utilizing means for correlated samples were used to determine the statistical significance of the change in self-concept at the .05 level of confidence.

A correlation matrix was computed to determine: (1) the relationship of change in self-concept to background differences, and (2) the relationship between a student's estimate of his self-concept and the instructor's rating of the student's overt behavior.

A subjective analysis was made of students' critiques by tabulating and categorizing students' comments.

When the means of the pre-test and post-test of the self-concept scales were compared, there were distinct positive and statistically significant changes for nine of the ten self-concept categories.

When the means of the post-test and following-up test were compared, there were positive changes for eight of the self-concept categories, three categories of which were statistically significant.

The degree of positive change in self-concept between the post-test and follow-up test was less than the degree of change between the pre-test and post-test.

There were no statistically significant relationships between the

change in self-concept and differences in age, socioeconomic status, educational level, race, residential locale, sports background, and specific course attended at the Outward Bound School.

There were statistically significant positive relationships between scores on the Kelly and Baer Behavior Rating Scale and scores on seven of the ten self-concept categories.

Of 124 out of 272 students (45 percent), who wrote critiques on the influence of the Outward Bound experience on their lives, 95 percent reported favorable effects, and 5 percent reported unfavorable effects. The replies received from students for critiques were limited to one request.

There was a distinct positive change in self-concept experienced by adolescent boys while in attendance at the Outward Bound School.

The Outward Bound School experience appears to have been the factor influencing the change in the self-concept of adolescent boys.

The intensity of positive change in self-concept experienced by adolescent boys while in attendance at the Outward Bound School decreased after they returned to their home environment.

Changes in self-concept experienced by adolescent boys while in attendance at the Outward Bound School and after they returned to their home environment, were not related to differences in age, socioeconomic status, educational level, race, residential locale, sports background, and specific course attended at the Outward Bound School.

The self-concept of adolescent boys was consistent with their behavior. Boys who rated themselves high on the Tennessee Self-Concept Scale were also rated high by their instructors on the Kelly and Baer Rating Scale.

The sample used in this study was not matched with a control group.

The relationship between changes in self-concept and background varities may have been influenced by the low number of subjects in some of the classification levels of background areas, i.e. race and socioeconomic status.

Only one request was made of subjects to return questionnaire for the follow-up study of Student Critiques.

36. Griffin, John Chaney. A Prediction Study of First Year College Performance of High School Graduates by Sex and Ethnic Background. University of Wyoming, 1972. 128p. 73-14,273.

The purpose of this study was to identify and compare selected variables from the high school cumulative records of 1970 graduates for efficiency to predict Hartnell College first year grade point average for the four major ethnic groups of the Salinas Union High School District, Salinas, California (SUHSD): Anglo, Filipino, Mexican American, Oriental.

The research questions of this study were: 1. Do males and females differ in predictor profile? 2. Do males and females who attend Hartnell College differ in predictor profile from the SUHSD general population of males and females? 3. Do the various student sub-groups differ in predictor profile? 4. Do predictor variables predict with similar efficiency for both sexes? 5. Do predictor variables predict with similar efficiency for both sexes of the four ethnic groups of study? 6. Should separate regression equations be set up for each sub-group or is one general equation for all groups sufficient?

The sample for this study consisted of 522 members of the 1970 graduating classes of the SUHSD who subsequently became members of the 1971 Hartnell College freshman class. By ethnic background the sample was made up of 389 Anglos, 31 Filipinos, 68 Mexican Americans, and 34 Orientals. By sex the sample contained 292 males and 230 females.

The data for the sample were collected during the Spring Semester 1970 and summer of 1971 from the cumulative files and school registrar's offices of the three high schools of SUHSD and Hartnell College and were stored on I.B.M. cards. Means, standard deviations, and correlation coefficients were computed for descriptive purposes for males and females sub-grouped by district total, Hartnell sub-group, and ethnic background for each predictor variable and were presented and discussed. Regression analyses and indices of forecasting efficiency also were computed, presented and discussed.

On the basis of the review of literature and the data presented in this study, the following conclusions appeared warranted:

1. Women seemed to be generally more predictable than men.
2. With few exceptions, the high school grade point average was the best single predictor of future achievement at the college freshman level.
3. The use of test scores for prediction of future academic achievement in multi-ethnic societies should be done on a highly selective basis and only after extensive research has been conducted to establish prediction patterns and profiles for each ethnic sub-group.
4. Ethnic sub-groups appeared to differ sufficiently in predictor profile to warrant the establishment of separate prediction equations for each ethnic sub-group.
5. Males and females differed sufficiently in predictor profile to

warrant the establishment of separate predictor equations for each sex group.

6. HSGPA s and/or test scores may be used effectively to predict FGPA for the various ethnic sub-groups when unique prediction equations are established for each sub-group.

7. General predictor equations do not account for the unique differences between various ethnic and sex sub-groups.

8. Prediction efficiency does not appear to be improved significantly by the use of a combination of more than two predictor viriables when one variable is high school grade point average.

9. Lack of achievement at the secondary level and/or low test scores by minority sub-groups does not necessarily forecast lack of achievement at the college freshman level.

10. Larger samples of ethnic sub-groups should be collected, over a period of several years if necessary, before prediction equations are implemented.

Fabrizio, Mark Joseph. A Study to Identify Cognitive and Affective Changes in Divergent Youth Attitudes and Self Concepts in an Experimental Continuation High School. United States International University, 1973. 191p. Advisor: Bernice Roberts. 73-1239.

This study was designed to determine whether change of educational setting in a regular or experimental continuation high school substantially affected cognitive and affective attitudes toward education and self concepts of youths who dropout of the comprehensive high school.

The major objectives of this study were:

1. To measure educational attitudes, self concepts, academic achievement, and attendance patterns to determine whether substantial alteration in cognitive and affective growth was caused by changed educational environments in the continuation high schools.

2. To assess the importance of individualized instruction in an experimental program based on a curriculum rationale featuring an eclectic instructional methodology, multi-learning experiences and the role of teacher-counselor, compared to a regular continuation program which utilizes the contract method exclusively.

Pre- and post-measures in a time-line research design of four and one-half months, provided a threeway measurement to compare effectiveness of the regular and experimental programs over the comprehensive high school, and comparative analysis between groups using the Semantic Differential and Tennessee Self Concept Scale.

Two subject groups were formed, the regular group (N=24) and experimental group (N=28) attending the regular and experimental continuation high schools. They were similar in age, sex, I.Q. range, and ethnic grouping.

Null hypotheses showed that there were no statistically significant differences in the regular, experimental, or between groups in the following:

1. Attitudes toward the concepts of school, classroom, high school, teachers, teaching, instruction, education, learning, knowledge, counseling, career planning and job skills.

2. Self concept patterns of identity, self satisfaction, behavior, physical, moral-ethical, personal, family and social self.

3. Comparative attendance patterns and grade point averages.

Differences between means were analyzed using an analysis of covariance computing a t statistic at the .05 level of confidence. Normal approximation to binomial was computed to determine significant differences in proportions.

Analysis of data rejected fifty-one null hypotheses. Based on these determinations, both groups showed positive changes in attitudes toward education and self concepts. Further, the experimental group consistently had greater positive results than the regular group.

The regular group experienced a contract method exclusively, which was reflected in the positive results gained in attitudes of high school, classroom, teachers, teaching, instruction and counseling.

The experimental group experiencing all facets of the curriculum rationale reflected positive reactions to attitudes of knowledge, education, learning and school. A wide variety of practical learning experiences related to the world of work reflected significant results in attitudes of career planning and job skills.

The experimental group had a lessor average in attendance at the comprehensive high school, but showed a greater overall increase with a gain of +22.9%. The regular group also showed gain +2.4%. The experimental group achieved +1.12 increase in grade point average over the regular group, while completing +.92 more courses per student.

The experimental continuation high school was an open creative laboratory, where process skills and context dynamically assisted students in becoming more knowing about self and the world around them. The staff showed deep respect for the dignity, value and worth of the individual in an atmosphere where uniqueness was encouraged and differences were valued.

The findings in this study support the contention that a changed educational environment incorporating multi-learning experiences in individualized instruction can positively affect the cognitive and affective youth.

It also revealed that education must be willing to change in order to meet the necessities of all youth today. This challenge can be met only by commitments for research, innovation and experimentation.

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8. McWilliams, Alfred Edward. A Follow-Up Study of Academically Talented Black High School Students. University of Northern Colorado, 1970. 127p. 71-4194.

The specific problem of this study was to determine if the opportunities for college and success were equal for high potential black students who graduated form different high schools in Denver, Colorado, during the ten year period of 1954 to 1963. Participants in the study are graduates of East and Manual high schools.

The purpose of this study was to determine if black high school students from different socio-economic areas of the same city had equal opportunities and encouragement to attend college. The writer assumed that college attendance and graduation opens up future opportunities for success at higher levels of endeavor. Thus, it was also the purpose of this study to identify the concerns these academically talented students had in achieving their career goals.

The population for the study were those black students who graduated from East and Manual high schools, Denver, Colorado, in the upper 10 per cent of their graduating classes between the years of 1954 and 1963.

The subjects for the study were nineteen persons who were randomly selected from a population of fifty-eight.

The case study of the participants emphasized the factors affecting the educational and occupational endeavors, and the experiences of each person. The data used were collected from student records, responses to the Student Profile Section of the American College Testing Program, and from an in-depth structured interview conducted with each participant.

The collected data yielded the following information:

1. Of the total number of graduates in the upper 10 per cent of their graduating classes, only 5.8 per cent were black.
2. All the participants were generally satisfied with the high school that they graduated from.
3. A majority of the participants believed that the counseling they received in high school was inadequate.
4. All the participants attended at least one year of college with a scholarship. Eleven have graduated, and two have advanced degrees.
5. All the participants feel that they have been successful in their occupational fields.
6. Twelve of the participants are presently employed or on temporary leave from their field of employment. Two are full-time housewives.
7. Twelve of the participants are or have been married. Ten of the twelve have children.
8. With the exception of two, the participants are presently living at a higher income level than their parents were at the time of

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the participants' graduation from high school.

9. A majority of the participants are satisfied with their present city of residence.
10. Only one of the participants believes that racial discrimination has severly hindered his educational and occupational endeavors.

From the analysis of the data gathered for this study, the writer concludes that the fourteen randomly selected participants who graduated in the upper 10 per cent of their classes from East High School or Manual High School of Denver, Colorado, between the years of 1954 and 1963 did receive equal opportunities and encouragement to attend college. This conclusion is supported by the fact that all fourteen participants attended institutions of higher education with financial aid in the form of scholarships.

Based on the data gathered and the above conclusion, the following recommendations are made:

1. The findings and case studies should be read by black high school students. They hopefully will gain encouragement to excel in school and be able to look to the futre with more positive attitudes.
2. High school counselors of black students must become interested in their students and more aware of their needs and aspirations. The counselors must appear to care about their counselees.
3. White counselors must become more knowledgeable of the sociological and psychological patterns of behavior of black people.
4. Counselors must create an interest and a desire for college attendance on the part of their black students. To do this, it is not possible to sit in the counseling office and wait for the students to come in and seek advice. The counselor must go to the students.
5. Counselors and college financial aid officials must be aware of the scholarship and "grant-in-aid" sources available for the use of black students.
6. Black parents must place more emphasis on the importance of a college education for their male children, and at the same time not diminish its importance to their daughters.

39. Raisch, William Arthur. A Follow-Up Investigation of an Independent School Summer Enrichment Program for Disadvantaged Secondary School Males. The University of Michigan, 1970. 485p. Advisor: Stanley E. Dimond. 71-23,854.

The purpose of this follow-up investigation were to ascertain the high school, college and out-of-school activities of fifty-one male disadvantaged students who participated in Cranbrook School's Horizons Program in 1965 and to determine the students' perception of the impact of the program upon them.

The Horizons Program is an experimental enrichment project for disad-

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vantaged males of junior and senior high school age. It consists of a seven-week, in-residence summer session at Cranbrook, an independent boarding school for males, grades 7-12 and a follow-up phase held on Saturdays during the regular school year at various public schools located in Detroit and the metropolitan area.

The subjects of this investigation were attending three junior high schools in Detroit when chosen to participate in the Horizons Program. Selection was based on test scores, grade-point averages and teacher judgments as to unrealized potential. The students represented considerable diversity in respect to academic aptitude and participated in the program from one to four years.

The findings of this investigation, derived from data obtained by a questionnaire and an interview schedule, support conclusions which are important not only to Cranbrook School and its Horizons Program, but are worthy of consideration by other educational institutions similarly involved or which contemplate such involvement for the future. Major findings and conclusions are:

1. No important differences attributable to the program were discernible between public school graduates, independent school graduates and non-high school graduates. Similarly, no important differences were apparent between the various ethno-racial groupings. The fact that participants came from a similar socioeconomic background seemed to outweigh these other factors.
2. As of September, 1969, a time when all students were of college age, twenty-eight students were attending college, twenty were working on a full-time basis and three were in the military. Thirty-five students had graduated from public high school, while ten students were independent school graduates.
3. While independent school graduates appeared to be more prone to academic and extracurricular achievement in junior and senior high school than either public school graduates or non-high school graduates, public school graduates were more involved in community activities than the other two groups.
4. The Cranbrook School authorities and the Horizons staff should understand more fully the Horizons students and their way of life.
5. Horizons students, their families, and their public school teachers, guidance counselors and administrators should comprehend more fully the purpose and nature of the Horizons Program and the setting in which it operates.
6. Students should be more involved in planning the Horizons Program generally, and their own individual programs, specifically.
7. Experiencing a new and different environment inhabited by people with a new and different ideas was most liked by the students, while the academic courses were considered to be the most helpful aspect of the program.
8. Different experiences should be provided for those students who differ in the number of years as members of the Horizons Program.
9. Greater emphasis should be placed on the Horizons follow-up phase to increase its effectiveness.

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10. Positive personal change was perceived by the students in the following areas: ideas regarding career choice and college attendance, study and work habits, development of leadership skills, understanding of self, self-discipline, understanding of other people, willingness to cooperate and work with others, value assigned to education and willingness to postpone immediate gratification for future reward.

40. Williams, Michael John. The Origin and Development of Croom Vocational High School for Disadvantaged Youth with a Follow-Up Study of the Students who Entered the School in September, 1967. University of Maryland, 1970. 381p. Advisor: William F. Tierney. 71-12,179.

The problem of this study was: (1) to investigate Croom Vocational High School, a school in Prince George's County, Maryland which was established specifically for disadvantaged youth; and (2) to describe and follow-up the group of students who entered Croom in September, 1967.

The purpose of this study was: (1) to present a description of an existing vocational education program for disadvantaged youth in order that those persons responsible for the planning and directing of vocational education programs for disadvantaged youth might identify useful ideas which might be incorporated into existing programs, or into the development of new programs; and (2) to follow-up the group of students who entered Croom Vocational High School in September, 1967 in order to determine the employment status of those students who graduated as well as those students who withdrew, and to obtain their opinions relative to the program at Croom.

After identifying the need for the study, the investigator contacted the principal of Croom Vocational High School and the proper officials in Prince George's County, Maryland, the county in which the school is located, in order to obtain permission to conduct the study. Because of the small amount of written information on the program at Croom it was decided that most accurate and plausible method of arriving at an accurate description of the students and the program was through a review of available records, and through interviews with members of the Prince George's County Board of Education, the principal of Croom Vocational High School, the supportive and teaching staff at the school, students, and employers of the students.

This study was not conducted to evaluate the program at Croom Vocational High School. Rather, it can be described as a "one-time descriptive study" in which those who entered the program in September, 1967 were described at one particular period in time--approximately 1 year after their anticipated graduation from the program.

Findings:

1. As of May, 1970, 18 or 90.5% of the graduates, and 13 or 92.8% of the students who withdrew from Croom were employed.

2. The 8.8% unemployment rate of both the graduates and those who withdrew was below the unemployment rate for persons under 25 years of

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age in both the United States and in the state of Maryland.

3. All but five of the 31 students who were working were employed in semiskilled occupations.

4. Seventeen or 54.6% of the students were employed in areas to which they were exposed while at Croom.

5. Six or 33.3% of the graduates were employed in the occupations for which they had received most of their training.

6. The students who graduated had held the job that they were employed in as of May, 1970 for an average of 7.1 months, and the students who withdrew, and who had been out of school for approximately twice as long, had held the job that they had at the time of the study for an average of 13.3 months.

7. Although the graduates earned an average of approximately $2.00 per week less than those who withdrew, they earned an average of approximately $0.14 more per hour, and worked an average of approximately 7.1 hours per week less than those who withdrew.

8. The average hourly and weekly earnings of both those who graduated and those who withdrew were below the average hourly earnings reported for all production workers in Maryland in April, 1970. The average hourly and weekly earnings of the students in the study more closely approximated the average hourly and weekly earnings of $97.35 reported for all service workers throughout the United States during May, 1970.

9. From June, 1969 until May, 1970, nine or 45.0% of the graduates and eight or 66.7% of those who withdrew had changed jobs.

10. Seventeen or 85.0% of the graduates and nine or 75.0% of those who withdrew were considered by their employers as being good, depenable employees.

11. Although none of those who withdrew had taken, or were taking courses or other types of training, three, or 15% of the graduates contacted were actively engaged in taking courses in reading, writing, and mathematics.

12. All but one of the students interviewed stated that they liked Croom.

13. "To obtain employment" was the reason given most frequently for withdrawing from Croom.

History and Evaluation

41. Cofer, Lloyd Meegee. A Study of the Aspects of School Programs Relating to the Progress of Selected Senior Students in Two Urban High Schools. Wayne State University, 1965. 276p. Advisor: George L. Miller. 66-10,105.

This study was an attempt to discover those aspects of school programs that seem to have a relationship to student progress. The study was limited to two urban high schools, designated as School A and School B. Both schools were in comparable socio-economic settings and had comparable enrollments.

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The major questions underlying this study were:

1. What were the stated philosophies of School A and School B, and how were they being implemented?
2. What was the progress of selected 12A students in the June Class of 1964 in School A and School B in terms of selected criteria?
3. What was the relationship between school-sponsored extracurricular activities, community-sponsored extracurricular activities, and selected criteria of student progress?
4. How did certain aspects of the school and community programs relate to the progress of the seniors in this study?

The study was further delimited to a selected group of 12A students in each school who, having entered the 10B grade in September 1961 in their respective schools, had been enrolled there continuously since that time. They formed Phase One of the study.

The seniors had been placed in rank order of their School and College Ability Tests total scores, and from this group, a Phase Two finite universe was selected which formed the basis of the study. This new universe was composed of the top 10 per cent, the middle 10 per cent, and the lowest 10 per cent of the rank order of SCAT scores of the universe in Phase One.

The questionnaire and interview technique, and empirical inspection of school records, were utilized as data gathering media. The improvement in the scores between the 10B grade and the 12B grade in the School and College Ability Tests (SCAT) and the Sequential Tests of Educational Progress (STEP) of the seniors was used as the criterion of student progress. The 12B honor point averages were also used as a criterion of achievement.

Certain aspects of the school and community programs, and student attitudes, were selected to be used as other variables in the study. They were:

1. Participation by seniors in school-sponsored extracurricular activities
2. Participation by seniors in community-sponsored extracurricular activities
3. Number of course involvements by seniors
4. Positive and negative attitudes of the seniors toward the school and toward self as students.

To study the aspects of school programs relating to the progress of students, the statistical process of correlation was utilized. Correlation was selected because it provided a measure of relationship. The significance of the correlation was established by applying to it the Fisher "t" test of significance.

The major findings of the study were:

1. School administrators felt that they had made substantial progress in their schools, especially in the areas of improvement in reading

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and English skills, improvement of the students' self-image, and providing of experiences leading to skills in social, cultural, and human relationships.

2. A general point increase in the scores of most of the seniors occurred in both the SCAT and STEP. Increases were lower in the areas of mathematics, science and social studies.

3. Significant relationships were found between participation in school clubs, participation in school government, number of involvements in school-sponsored activities and honor point averages.

4. The correlations between the criteria of student progress and participation in community-sponsored extracurricular activities showed no significant relationships that were common to both schools. Significant relationships did appear in the individual schools, especially in School B where participation in block clubs showed a high correlation with honor point averages.

5. The predisposing influence of attitudes toward school and toward self as a student, on student progress could not be sustained.

6. Mathematics, foreign languages and science were the only instructional departments that showed any relationship to the criteria of student progress.

7. The number of involvements in school-sponsored extracurricular activities with the number of involvements in community-sponsored extracurricular activities showed a significant correlation.

42. Conner, Phyllis Loretta Wilson. Educational Programs for Disadvantaged Junior High School Students in Metropolitan Cities. The University of Nebraska Teachers College, 1965. 155p. Advisors: Rex F. Reckewey, William L. Pharis. 66-2068.

The purpose of this study was to determine what the school systems in fifty largest metropolitan cities have done to strengthen the educational program in grades seven, eight, and nine for the students from low socio-economic areas.

A review of the literature provided the background for the study and provided many ideas and items for the questionnaire which was later used to collect data about the programs for disadvantaged students in cities with a population of 250,000 or more.

Three cities were selected for visitation and depth study. The information obtained about the programs for disadvantaged students in these cities along with the results of the questionnaire were summarized and analyzed to arrive at the following findings and conslusions.

The following criteria or guidelines for the organization and operation of educational programs for the culturally and economically disadvantaged students were identified in the review of the literature. Most of the writers were agreed that such programs should:

1. provide appropriate educational opportunity for each individual regardless of his race, religion, economic status, or cultural background.

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2. utilize all the available information about the student including his school record, socio-economic status, family background and the community environment.

3. begin with the education of the pre-school child and continue until he is adequately prepared to assume his adult role in society.

4. take into account the adequacy of the physical facilities, the instructional materials, the current curriculum, and the instructional staff.

5. encourage the cooperation of colleges and universities in preparing teachers for disadvantaged youth.

6. provide for the unique educational needs of individual students through reduced class size.

7. make special provision for the teaching of reading and communication skills.

8. be flexible and include both immediate and long range objectives.

9. provide for cooperation between the home, school, and community agencies.

The following data on programs for disadvantaged junior high school students were obtained from the questionnaire survey of forty-two metropolitan school systems:

1. Thirty school systems were operating programs; however, limitations of time, money, personnel, facilities, equipment, and materials have delayed and restricted desired progress.

2. A modification of the present educational program was the basis for two-thirds of the special programs.

3. A Work-Study program was provided in one-fifth of the cities; another one-fifth have plans for adding such a program.

4. Reading programs were operating in ninety-seven per cent of the cities, and eighty-five per cent had employed additional reading teachers.

5. All respondents indicated that class size must be reduced.

6. Over two-thirds of the school systems offered summer programs designed for disadvantaged students.

7. Over three-fourths used regualr classroom textbooks with supplementary materials.

8. The involvement of parents in the program seemed to increase parental participation, interest, and pride.

9. Additional special service personnel were provided in most of the programs.

10. In-service programs for teachers of disadvantaged students were provided in eighty-eight per cent of the systems.

11. Three-fourths of the administrators reported their programs had improved the students' attendance, behavior, and attitudes, as well as raised their aspirations.

12. Most school systems planned to expand their programs as soon as additional funds could be made available.

Further study of the problems involved in educating disadvantaged youth is needed, and experimental efforts to improve existing educational programs should be continued.

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43. Seron, Merron Suren. Analysis of Factors which Determine Choice of College Among Urban, Suburban, and Rural High School Students. Northwestern University, 1967. 143p. Advisor: Frank W. Miller. 68-3221.

In our society one of the most important decisions a young person has to make is whether or not to attend college. Research supports the fact that many students make inappropriate college decisions. These students may well represent a loss or misappropriation of human resources. It is reasonable to assume that maximum development of individual potential will result from minimizing faulty college decision-making. At the present time, however, there is a lack of theory and research regarding college decision-making and/or the college choice process.

This study proposed a model for the college choice process and analyzed, in three different secondary schools, four selected variables of the college choice process. The model describes college choice as a process that is characterized by five overlapping developmental stages as the student progresses from little or no awareness of college to resolution of college choice. The schools are urban, rural, and suburban. The four variables are information about college, need to consider college, concern about college planning, and involvement in college planning.

The following hypotheses, stated in the null form, were examined:

1. There are no differences among the selected schools in relation to the four variables of information, need, concern, and involvement considering class level, sex, and college plan of the students.
2. There are no differences within the selected schools in relation to the four variables of information, need, concern, and involvement considering class level, sex, and college plan of the students.

The total student population of three four-year secondary schools comprised the population of this study. The schools were demographically classified as urban (N = 75), rural (N = 412), and suburban (N = 459).

Within a one-week period in the spring of the school year, all students responded to fifty-item questionnaire. The questionnaire, developed within the context of the theoretical model for the college choice process, measures the four variables of the college choice process (information, need, concern, and involvement). Answer sheets were coded according to student's school, class level, sex, and college plan. An IBM optical scanner scored the answer sheets and transferred the total scores and identifying information to IBM cards.

Differences among schools were analyzed using a 2 x 2 x 3 x 4 fixed effects analysis of variance design with four repeated scores per cell. Levels of effects included: two sexes, two college plans, three schools, and four class levels. Each cell contained the means of the scores for the individuals within that cell in the four areas measured by the questionnaire. These mean scores were transformed to T-scores. The 1 per cent level of significance was used to reject the null hypotheses.

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Analysis of these data indicated rejection of the null hypotheses of no difference among schools and within schools. On the basis of the results and within the limitations of the study, the following conclusions seem warranted:

First, students planning to attend college are better informed about college, are more concerned about college, are more involved in college planning, and recognize a greater need for college than students not planning to attend college.

Second, female students recognize a greater need for college and are better informed about college than male students.

Third, the Rural High School students and the Suburban High School students are better informed about college than the Urban High School students.

Fourth, senior class students are better informed about college and more involved in college planning than students at other class levels.

Fifth, sophomore class students are less involved in college planning than are students at other class levels.

Sixth, freshman class students possess the least amount of information about college and the least recognition of the need for college among the four classes.

Seventh, as the student progresses from the freshman to senior class he recognizes a greater need for college, he becomes more involved in college planning, and he becomes better informed about college.

44. Sipes, Larry Frank. A Study of Equality of Educational Opportunity in Selected Senior High Schools in Kansas 1967-68. University of Kansas, 1968. 151p. 69-11,274.

Providing for equality of educational opportunity is recognized as a legitimate state function. Traditionally, equality of educational opportunity has been measured in terms of inputs, such as wealth per pupil, state aid per pupil, teacher experience, teacher preparation, or pupil-teacher ratio.

It is increasingly apparent that these measurements fall short of measuring the breadth and depth of educational opportunity, especially in secondary education where disparity of school size introduces differential costs and needs relative to economics of scale.

Are Kansas senior high schools providing equal opportunity for the students or are the desires and future ambitions of students hindered because of the lack of educational offerings that are so vitally needed at the secondary level? The question raised is concerned with both the depth and the breadth of educational opportunity and is the problem investigated in this study.

The curricular offerings for each senior high school, as reported to the Kansas State Department of Public Instruction were divided into nine basic curriculum areas. Each curriculum area was then separated into four sections, ranging by the State Department of Education to those

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which are extremely advanced electives, designed to meet the unique needs of the students. For the purpose of this study, educational opportunity is determined by computing indices assigned to each curriculum section.

Findings were statistically treated to determine differences in educational opportunity when studied under the following educational conditions: enrollment, cost per pupil, teacher experience, teacher, preparation, pupil-teacher ratio, and geographic location.

There are significant differences in educational opportunity when studied by classifications determined by: enrollment, cost per pupil, pupil teacher ratio, and teacher preparation. Educational conditions which had no significant affect on educational opportunity were geographic location and teacher experience.

There is a need to expand the investigation done in this study to include other measures of the instructional program which determine equality of opportunity. Evaluation of curriculum content, teaching, effectiveness, and the quality of the educational program present possibilities for future expansion of this study.

If this study were completed with a different sample, there is a possibility that the difference in equality of educational opportunity could be even greater as the enrollment of Kansas secondary schools organized on a 6-3-3 structure are usually larger.

Secondary schools with an extremely narrow curriculum should determine if greater educational opportunity can be provided. The possibility of reorganizing into larger attendance centers should be given consideration.

All citizens of the state should be concerned with equality of educational opportunity. It is recommended that members of the educational profession, leaders in government, and other interested citizens constantly evaluate the secondary school curriculum using a variety of research designs and measurement data.

45. Preusz, Gerald Clyde. A Comparative Study of College-Bound and Non-College-Bound Negroes. Indiana University, 1970. 188p. Advisor: August W. Eberle. 71-11,408.

The problem of this study was to make a comparative study of selected socio-economic characteristics of the Negro students who planned to attend institutions of higher education, and those who did not, in a selected Gary, Indiana, high school

Survey research procedures were used for this study because the students' social, economic, home, and school environments were the selected areas for study. A four page instrument in the form of a

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questionnaire was developed after a comprehensive study of socio-economic research which indicated the most desirable information to gather for this type of study. The questionnaire was constructed with consideration given to the fact that Negro high school students were the participants. Their language, culture, intellectual, social, economic, and peer group influences were considered.

The purpose of this study was to compare selected socio-economic characteristics of the college-bound and the non-college-bound Negro students. In order to do this the questionnaire was divided into informational, decisional, and social class questions.

The third part of the questionnaire was the most significant section in determining the social class of each individual student. The Warner Index of Status Characteristics was used to formulate the question in the third section and to rate, evaluate, and classify the answers to the social class questions.

From these questions an index of social status characteristics was computed and scored so that a social status rank could be ascribed to each student. The occupation of the head of the household was considered to be the most important factor in the process of computing each student's index. The other three characteristics used for computing this index were sources of family income, type of house in which a student lived, and type of area or neighborhood in which he resided.

There were 565 Negroes in the Gary Roosevelt High School senior class, of which 367 responded to the questionnaires. Of the 367 respondents, 291 were college-bound or non-college-bound seniors. The remaining 76 students were uncertain about continuing their educations, and the questionnaires they completed were not considered in the present study.

This study has produced certain socio-economic conclusions regarding comparisons between Negro students from Gary Roosevelt High School who planned or did not plan to attend institutions of higher education.

1. Those Negro seniors who are most likely to attend college academically rank in the upper one half of the graduating class, while those seniors who are least likely to attend college academically rank in the lower one half of the graduating class.
2. Negro students who come from small families are more likely to become college-bound than Negro students who come from large families.
3. The fact that a Negro high school senior has brothers or sisters in college is not a significant factor relating to his becoming college-bound, nor does knowledge of this fact help to estimate whether he will become college-bound or non-college-bound.
4. The most effective time to influence Negro students to become college-bound is before they enter high school.
5. A high school counselor is the most influential and encouraging school official with whom a Negro student discusses college plans.
6. If a student's closest friends are planning to go to college, it is probable that he will also plan to attend.

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7. The number of times Negro students discuss college attendance with the legal heads of their households and the attitudes of their household heads concerning college attendance are primary factors relating to the college plans of these students.

8. A graduating Negro senior's own attitudes concerning college attendance are significant factors relating to his college plans.

9. Lack of financial resources and a need to earn their own college funds are problems which confront a large number of college-bound Negro seniors.

10. The majority of college-bound students are unemployed, and a large number of those who are employed work only on a part-time basis and earn less than 19 dollars per week.

11. Fear of poor grades, uncertainty about what to study in college, and uncertainty about the value of a college education are major factors which relate to many Negro students' decisions to become non-college-bound.

12. A majority of the non-college-bound Negro seniors seem convinced that advanced training is desirable and plan to enroll in apprenticeship or vocational training programs.

13. The following facts concerning employment are not major factors which are related to a Negro student's becoming college-bound or non-college-bound: (1) whether he is employed or not employed; (2) whether he plans or does not plan to continue doing the type of work which he did in high school; (3) whether he earns a large or small amount of money per week.

14. A knowledge of the person who is the legal head of a Negro student's household is not a significant factor relating to whether that student will become college-bound or non-college-bound.

15. The occupational classification of the type of employment of the legal head of a household, the source of a family's income, the type of house in which a student lives, and the dwelling area in which he resides are not significant factors relating to whether a Negro student will become college-bound or non-college-bound.

16. A close relationship does not exist between socio-economic status of the Negro students and plans to attend or not to attend college. Neither a knowledge of the social class profile of all students, nor a knowledge of the social class rankings of the college-bound and the non-college-bound students, nor a knowledge of the social class rankings of those students from both groups who academically are in the upper one half of the class will help to determine whether a student will become college-bound or non-college-bound. However, it does appear that the college-bound Negro students may perceive of college attendance as vehicles for improving social and economic status.

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